

LEADERSHIP AT WORK

Fifteenth Yearbook

THE DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION
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Leadership That Won't Work
By Mother Goose



Let 'Em Follow Wherever You Go

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*The names represent editorial responsibilities
for the chapters, rather than true authorship.*

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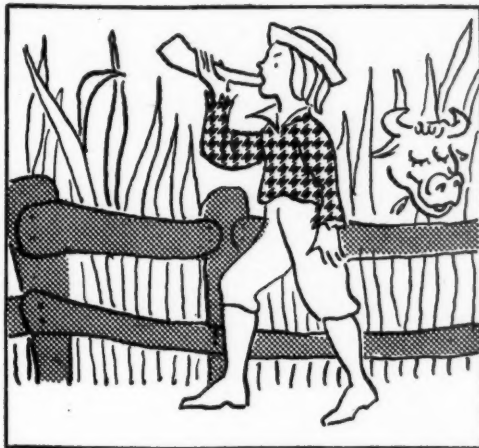
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Leadership That Won't Work

By Mother Goose



Blow Your Horn



Planning Has Meaning When Teachers Work Together

Courtesy of National Education Association

Chapter I

ELUSIVE LEADERSHIP—AN INTRODUCTION

Once upon a time there was a yearbook committee, ten brave and honest souls who proposed to track down *instructional leadership* to its lair, and once having it firmly in hand to nail its hide to the side of the house so that all good educational pilgrims who came that way in search of this golden fleece could recognize it and benefit therefrom. The hunters systematically divided the country among themselves, and each set out to find the real thing in his allotted section.

Months passed, and then the weary hunters reassembled to present their findings. As can be expected, there was brought forward no pure species of instructional leadership. However, the traces of instructional leadership were abundant in the school systems of the country, and the evidence gathered has gone to make up this present yearbook of the Department. The case of Joe Brown that follows, as presented by one of the committee members,¹ is indicative of the task that faces the educator who sets out scientifically to function as an instructional leader.

JOE BROWN OF CENTERVILLE

This is the story of Joe Brown, educator. He's stuck off in a little school system at Centerville, but he gets around to some of the educational meetings, so maybe you've met him.

Joe isn't a very remarkable chap. He's the average run-of-the-mill schoolman—even as you and I. He went to college somewhere, I for-



¹ Ruth Cunningham.

get just where, and earned his A.B. degree and teacher's certificate with the usual amounts of midnight oil and apple-polishing.

After he graduated, Joe got a job in Centerville teaching social studies, English, and mathematics, coaching the basketball team, sponsoring the *Center Spot* (the student newspaper), acting as adviser to the senior class, leading the band, keeping study hall, taking care of a homeroom, training the cheer leaders, and assuming various other duties as assigned. Joe was a conscientious lad and was anxious to make good, so along with his other activities he signed up for a couple of extension courses, joined several educational associations, subscribed to a number of professional journals, and saved his money to go to summer school.

Everybody in Centerville liked Joe, and when, in due time, he married Mary Bishop, the fourth-grade teacher, everyone in town gave them wedding presents. Mary and Joe are still wondering what to do with ten bread boxes in assorted colors and fifteen cookie jars in various sizes, but everyone agrees that they make a lovely couple.



Now that he was married, it was more than ever important to Joe that he make good, so he signed up for another extension course, joined another educational association, subscribed to another professional journal, and had conferences with Mary about the budget so he could save enough to go to summer school.

Then one day came Joe's big chance. He received a new appointment. I don't remember exactly whether Joe was made principal, or superintendent, or supervisor, or department head, or what, but it doesn't matter much for our story. Now that Joe had a new job, it was tremendously important that he should make good, so he signed up for another extension course, joined another educational association, and so forth.

Now Joe had a lot of ideas about his new job. It was not for nothing that he'd been taking extension courses, attending meetings of educational associations, reading professional journals, and going to summer school. At last the time had come for Joe to cash in on his accumulated store of professionalism. Among other things, Joe decided he would inaugurate a fine program of supervision and in-service growth of teachers. There had never been anything of this sort in Centerville. Of course they'd always had a faculty meeting in the fall to introduce the new teachers and, if anyone happened to think of it, a meeting sometime in January or February. Then there was the annual faculty picnic in June. But Joe had in mind something bigger and better. He was prepared to be daring, creative, forward-looking, and evolutionary. He was going to have a faculty meeting *every* week! He announced to the teachers that they were to present themselves for a meeting every Thursday afternoon. And so it was. Every Thursday at 3:30 the faculty assembled and Joe, with much anguish of spirit and excess perspiration, lectured on the dignity of the profession, the growth of the whole child, and the importance of teacher personality.

There was just one catch in Joe's program. Along about Monday morning of each week, Joe, accustomed as he wasn't to public speaking, began to worry about what he was going to say at the

meeting on Thursday. The very thought of facing his stony-eyed audience gave him acute jitters. In fact he worried so much that it gave him a chronic Monday-to-Thursday stomach-ache. Then on Friday he was so worn out from the ordeal of the meeting that he was simply exhausted. This left Saturdays and Sundays as the days Joe was fit to work. In the meantime, things went along in the classrooms of Centerville just as they had before.

Joe's faculty-meeting-indigestion program kept up for several months. Joe lost his appetite and thirteen pounds and wore a perpetual furrow on his brow. Finally one day Mary said to him: "Joe, you just can't keep this up. You're wearing yourself to the bone. I cook all your favorite dishes and you hardly touch them. You won't eat your corned beef and cabbage and you know how you like it. It isn't fair. Why don't you have your teachers share some of your responsibility?"

That word "share" hit a gong somewhere in the back of Joe's mind. He recognized it as being on the approved list of current pedagogical terminology. He'd heard it at educational meetings and in summer-school classes. He'd seen it in professional journals. He began to pay attention to what Mary was saying. Now Joe was no genius but he was smart enough to know that you mustn't let your wife know that she knows more about your job than you do. So all Joe said was, "Mary, you just don't understand these things." But the next Thursday, at the faculty meeting, Joe announced that from that time on all the teachers would share in the faculty meetings. Each teacher in turn was to be responsible for a session.

Do you know what happened? The results were remarkable. There was a wider distribution of stomach-aches in Centerville! Dutifully each teacher took a turn at the meetings. Each gave a review of a current book on education—a book that the others either had already read or wished had never been written, or both. And things went on in the classrooms much as they had before—except for the stomach-aches, of course.

After a while it began to dawn on Joe that his program was



not a brilliant success. He realized that he should have relied on his own better judgment rather than listening to Mary. But he was big about it, he was willing to admit that Mary had been wrong. So he sat down to think over all he'd learned in meetings and classes and professional journals, until he finally dug up an idea.

At the next faculty meeting Joe announced that there wouldn't be any more such assemblies, that he had decided to institute the "open-door policy," instead. He would be in his office, with the door open, and if any one ever had any problems they should feel free

to come in, and he, Joe, would be happy to discuss their problems with them.

When this idea of the open door first came to Joe, he felt a little funny about it because he realized that most of his teachers had more teaching experience than he had, but then he remembered that in three summer sessions and two extension courses he'd have his master's degree, so he decided he was qualified to act as guide, philosopher, friend, consultant, and adviser.

The teachers of Centerville were mightily relieved about the faculty meeting situation, and each went home and spent a sleepless night deciding what she did *best* so she could take it to Joe as a problem. And for the next few days there was quite a stream of teachers going in and out of Joe's open door. For example, there was Miss Wright, the Latin teacher. She was very proud of Caesar's bridge made of matches that the Jones boy had constructed. So she went to Joe and said: "I wish you'd advise me about the Jones boy's match bridge. I'm sure you'll agree that it was a significant experience for him to make the bridge, but do you think there's a danger that the class may think Caesar used

matches for *his* bridge?" Joe and Miss Wright had a conference about it, and finally Joe hit on an idea. "Why don't you write on the board, in big letters, in Latin, 'Caesar's bridge was not made of matches'; then the class can translate and everyone will know the true situation." Miss Wright said that was a splendid idea and hurried off to carry out Joe's suggestion.



It was a funny thing, tho, that for days Miss Wright seemed to be avoiding Joe. He couldn't understand it, and he'll never know the anguished hours Miss Wright spent trying to find the Latin word for "matches." He'll never know how she worried for fear Joe would find out she didn't know her Latin. He'll never know how she trembled to think what would happen if Joe discovered she hadn't carried out his suggestion.

In the meantime Joe was finding that his interviews were quite an ordeal, and he promptly forgot his suggestions to one teacher as he struggled with the problems of the next. Miss Wright

avoided a nervous breakdown by a narrow margin, and things kept on in the classrooms of Centerville much as they had before.



One day a professor from the university came to visit Joe's school. Joe took him about the building and, as they walked from classroom to classroom, asked his advice about some of the best problems his teachers had brought to him. The professor looked gravely attentive and said: "Very interesting, very interesting, indeed. I'm glad you brought these matters to my attention. These problems should make splendid research projects. When you get your thesis lined up, come and see me about it."

Joe was elated and sat down right away to outline a research project, thinking what fine professional experience it was going to be for his teachers to gather all the data for his thesis. But that was the day the little Murphy girl fell out of the swing and broke her arm, so Joe forgot all about the research, which is probably one of the finest things Joe ever did—the forgetting about it, I mean—and to this day the teachers of Centerville don't realize the debt of gratitude they owe the Murphy child.

After each teacher had had a conference about his best problem, things were pretty dull in Joe's office. Altho Joe didn't have stomach-aches any more, he discovered he was getting a stiff neck—from leaving the door open and all. And things were going on in the classrooms much as they always had before.



One day while Joe was sitting there waiting for someone to come in the open door—altho he didn't really expect anyone—he happened to pick up a journal in which he found an article on curriculum revision and in-service growth. This sounded pretty good, so the next day he called the teachers together and announced that the curriculum was going to be revised.

He appointed a lot of committees and set up a core committee to coordinate the work of all the other committees, just as the article had said to do. Things began to hum. Committees were meeting all over the place, and Joe was trying to be in a dozen places at once telling everyone to be sure to begin with the objectives. But before long it became apparent that all was not well. Things weren't turning out as the article had predicted. The biggest difficulty seemed to be that the committees liked their *old* objectives and, moreover, they liked their old curriculum. Every time a committee tried to write new objectives, they came out looking just like the ones they had had before. And every time



a group tried to write a unit of study, the new one was nothing more than last year's hat with maybe a new feather or an added bit of ribbon. Joe had a feeling that this wouldn't do.

Then he remembered an assignment he had had in one of his summer-school courses; he had been told to examine courses of study of other schools. So Joe sent off a flock of letters to schools all over the country and asked them to send samples of their courses of study, if they were free. And he went to the school library and took the volumes (Aa to Kn) of the *Book of Knowledge* from the shelf under the clock, and tacked up a sign reading "Curriculum Laboratory." There he placed his collection of free curriculum materials.

All the teachers came to study, to evaluate, and to gain inspiration. After careful investigation the teachers made a significant discovery. They discovered that some of the schools they read about were far too old-fashioned, and some of the schools were far too progressive, and some were just about right and were doing what they had been doing in Centerville for years and years. And things kept on in the classrooms much as they had before.

Well, Joe saw that they were getting nowhere fast, and he was vastly discouraged. From the depths of his despair, he decided on drastic action.

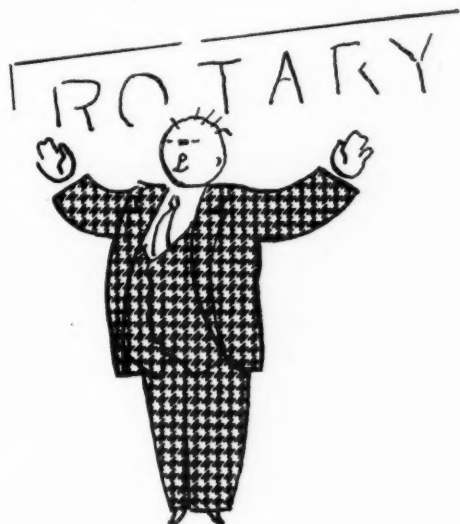
He called the faculty together and told them the truth. He said he'd tried everything he knew and nothing worked. He had come to the conclusion that this supervision-in-service-growth business was the bunk and might as well be thrown overboard.

There was a dead silence. Joe didn't know that in this pause every teacher was engaged in silent prayer. Whether it was due to the intervention of Divine Providence or not we'll never know, but Joe in solemn tones announced that from that day forth there would be no more supervision in his school system. The sigh of relief that went up sounded like the wind in the forest, and lo! Joe's sigh led all the rest.

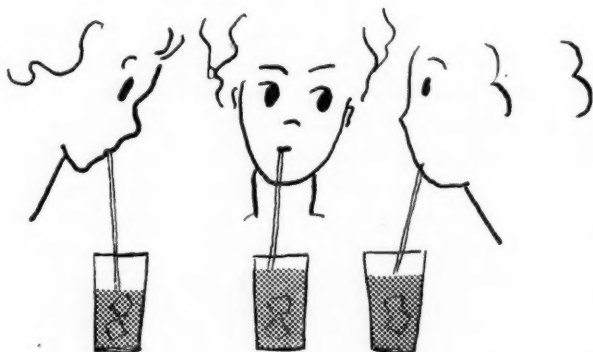
As a matter of parliamentary form, Joe asked if there were any new business to take up. Miss Baker, the sixth-grade teacher said, well, she wasn't sure it was new business, but Halloween was only two weeks off and you know how the boys act up on Halloween and can't we do something about it. The fourth-grade teacher, who was a social soul, said why not give a party so the boys wouldn't run around the streets, and why not ask the girls too. And the math teacher said if they wanted the high-school boys to attend, it had better be a humdinger of a party. And the science teacher said, well, let's make it a humdinger of a party, and he personally would act as chairman of the program committee, if everyone would help, and he bet the policemen and firemen and the fathers would be willing to pitch in. And the home economics teacher said she'd take over the refreshments and she knew the mothers would help and the girls would have fun at it. The art teacher said she'd look after the decorations if the shop teacher would help out, and she thought the jazz band some of the boys had cooked up, that the faculty had tried to silence, would come in handy. And the English teacher said she thought the *Centerville Times and Star Gazette* would be interested. She was having a date with a reporter just as soon as this meeting adjourned and she'd be glad to take the matter up immediately. And so on, and so on, and so on. Before they knew it, there were committees and delegations all over the place.

One of the firemen who came in to help with the decorations said he never knew there was such a fine shop in the school and he wished he could get his hands on some of those tools. He was a bit of a carpenter himself, and how about letting him run a men's and boys' evening in the shop once in a while. One of the mothers who was helping with the refreshments said that it certainly was a fine gym they had here and she wished there could be reducing classes. The health teacher said she knew a high-school girl who wanted to be a physical education teacher, and she'd work with her if they really wanted the class—and a lot of pleasingly plump ladies said they sure would be there—but would someone show them how to make play suits fitting to their figures, please. The home economics teacher promised to come to the rescue.

Well, needless to say, the party was a big success. There were pictures in the *Centerville Times and Star Gazette*, Joe was made an honorary fireman, and the Rotary Club gave the faculty a rising vote of thanks.



One day after school a group of teachers was having cokes in Ye Sweet Shoppe when Miss Downley remarked: "Say, did you notice sulky Suzy, our somnolent senior, at the party? She was leading the games for the first-graders, and she was *glowing*. I wouldn't have believed it if I hadn't seen it with my own eyes. Do you suppose she might be excused from algebra class, sometimes, to go help with the first-graders, or—" Miss Black interrupted: "And did you see the posters our terrible Tony made? They were really good. Maybe the kid has talent, and we might get him straightened out if we gave him more time to draw and paint." Someone suggested that they go back to school and talk it over with Joe. So they did.



They found Joe in his office with Bobby Custis of the seventh grade. Bobby was saying: "You know, Mr. Brown, that game we played in the halls at the party—shuffleboard? Couldn't some of us boys play it at noontime, and honest, Mr. Brown, we won't holler or nothing." Joe told him he would think it over, and the teachers came in to talk. They discussed sulky Suzy and terrible Tony and Bobby's shuffleboard. The more they discussed Bobby's idea the better it sounded and, come to think of it, why shouldn't the boys holler at noon if they wanted to. There had always been a noon-hour problem in Centerville.

Bobby's idea led to others. The science teacher said he'd like to start a camera club at noons, and the English teacher said that might be a good time to try out some impromptu dramatics. . . . Mary was quite put out because Joe was so late for dinner, but she was glad to see he had a good appetite. And things weren't quite the same as they used to be in the classrooms of Centerville.

After a week or so the science teacher found that there wasn't enough time to do much with the camera club at noon recess and he suggested to Joe and some others that he use some of his science class time for photography. The art teacher said she didn't know anything about the technical side of photography, but she'd like to learn, and maybe she could help from the art angle, and why not have the art and science classes meet together?

And the fifth-grade teacher said there was still some difficulty on the playground at recess and wasn't there something they could do. The third-grade teacher said she'd almost forgotten about it, but way back in the shared-faculty-meeting-and-stomach-ache days she'd read a book that told of a student council in the elementary school, and she'd look it up and see if it wasn't something they could use. Someone remembered that they had a student council over in Smithton, and she offered to find out more about it. And things began to happen in the classrooms of Centerville.

One day Joe came home late for dinner and told Mary to hurry up because he wanted to be back at school at 7:30. And Mary said: "Joe, you'll wear yourself out. You know these meetings give you indigestion." And Joe said: "Mary, you just don't understand these things. We decided to quit that supervision business long ago. This isn't a meeting. Jack has an idea about some part-time jobs for boys, and some of the high-school teachers and boys and men from the Rotary Club are going to talk it over—that's all." Yes, they had found out supervision didn't work. Joe sat down to enjoy his corned beef and cabbage.

Then he began to think. They had decided not to have any more supervision, it's true, but they were having meetings and

conferences. They were searching for resource materials and consulting the literature. They were even beginning to make changes in the curriculum, and new, different, and exciting things were happening in the classrooms of Centerville. Suddenly he realized that all the things they had decided to dump were back again, and going full blast. The idea struck him as funny, and he began to laugh, and laugh, and laugh. Mary said, "Joe, what on earth's the matter with you?" And Joe answered, "Mary, we just didn't understand these things." Mary will never know what he meant.

At that moment even the glories of corned beef and cabbage paled in comparison to the profound insights which had come to Joe. He hadn't grasped them fully and in detail—that wasn't Joe's way—but he gloated over his bits of wisdom and turned them over and chewed them with his cabbage. By dinner's end he had formulated for himself a set of ideas. They were a bit hazy about the edges, perhaps, but Joe loved them as his brain children. He felt he'd never seen such fine ideas, even in a textbook or a professional journal. Joe thought they were beautiful. Because he liked things neat, and in black and white, he jotted down his ideas on the back of an envelope as he hurried back to school. They read:

1. Worry less about *having* ideas and more about *finding* them. Lots of people have ideas, e.g. firemen, mothers and dads, kids, teachers. Let people have ideas, talk them over, and try them out.
2. Start with *real problems* that make sense to everybody and let the technics come along as they're needed. The technics don't work unless they're used to help do things people want to get done.
3. Two heads are better than one. (This looked trite, even to Joe. He decided it didn't do justice to his fine idea; so he scratched it out and began again.)
3. Give cooperative planning a *real* chance. Taking turns doing things you don't want to do isn't sharing. When people *work together* things happen that don't happen if you work alone.

Joe tucked the envelope back into his pocket and whistled as he walked up the hill. At the door of the school a fresh idea

struck him. He stopped and pulled out the envelope. Neatly, in black and white, (for that was Joe's way) he wrote across the top of the envelope: "Formula for Educational Stomach-Aches."



THE MECHANICS OF THE BOOK

The story of Joe Brown was not meant to ridicule or disparage in any way educational leadership in the improvement of instruction. On the contrary, it has been told in an attempt to assist in the analysis of some of the complex factors operating in cooperative action. By drawing an illustration in a relatively simple situation, it is hoped that some of the basic elements, difficult to analyze in the more true-to-life and intricate situations, may be laid bare for examination.

It may be that many of the problems, attempted solutions, and outcomes seen in the situation in Centerville are paralleled in the programs described on the following pages. It is hoped that Joe's experiences may help the reader to see beneath the factual information presented and to glimpse the vital human elements which are the key to successful cooperative action.

Once the committee that prepared this book had decided that instructional leadership could best be presented by describing school programs and educational activities behind which such

leadership was operating or thru which it was being developed, the problem of arranging and presenting these accounts was apparent. A group of educators can sit in a meeting and discuss freely for hours a topic of common concern, but place this same group around a table with the responsibility of publishing their thoughts, then the mechanics of editing step onto the stage as a new character, one who threatens to "steal the show" if not properly controlled.

A natural suggestion at an early committee meeting was to determine the types of instructional leadership at work and to use these classifications as chapter divisions, seeking out the stories that represent the types and grouping them accordingly. And so it was suggested that there would be the leadership that supervisors and directors of instruction exert, the leadership of state departments, the leadership of curriculum directors, the leadership of principals, the leadership of parent groups, and so on.

Before it realized, the committee was proposing to proceed along an academically smug line, elevating the mechanical arrangement of the book above all else, and letting the human accounts of school operation be trimmed to fit this pattern. A few weeks of work along this line convinced all members that instructional leadership cannot be nailed down to specifics and that how boys and girls and teachers and parents and others co-operate in the development of good schools is a democratic accomplishment or process that discourages tight fences. Nor does it call for a detailed evaluation that would result in the awarding of leadership ribbons to this or that individual who may seem to have taken a key part in a program.

Thus the committee has shied away from a hard and mechanical sorting and arrangement of the stories of leadership that it has brought together. However, the close reader in jumping from chapter to chapter will find the semblance of classification pegs on which the various accounts have been hung. After all, the committee members had to satisfy to a degree their own sense of

order and arrangement that has come with long years of academic training.

For instance, the accounts in Chapter II might be classified as examples of democratic school administration. When the Springfield, Missouri, teachers sit down to help select their new colleagues, and when the Olympia, Washington, teachers sit in with the schoolboard to determine policies, there is little question about the classification of such ventures under that title. However, the committee thinks so little of its efforts at grouping that it will not defend itself at all against the reader who points out that there is so-called democratic administration in about every example in the book. In fact, it is hoped such evidence is there.

The next chapter, "How Schools Are Improved," represents a miscellaneous assortment of examples of how schools are helping themselves, which implies leadership from the start to the finish. Perhaps "God helps those who help themselves" would not have been amiss as a theme for this collection of accounts. Even the example of the cooperative pupil-teacher selection of pictures for the school, as trivial an activity as it might seem on the surface to the national leader who is crying for more mathematics and physics as the school's best possible contribution to the war effort, has at heart the very essence of democracy, the very spark which our war effort proposes to keep alive in the world.

Chapter IV represents an account of one of those programs that just had to be spared the editorial shears. The writer to whom this account was first assigned refused to try to piece it into the chapter for which it was intended. And since it couldn't be ignored, it had to go in as a chapter in itself. As the reader seeks the threads that will lead him to that pot of instructional gold at the end of the leadership rainbow, in this account he should note this galaxy of democratic stars—close working together of school and community, wide delegation of administration, broad student participation in school management, and active teachers and teacher groups.

Chapters V, VI, and VII form a trio that deals with city systems in one manner or another. Again, this doesn't mean that city programs are screened out from the remainder of the book. Nor does it mean that there is something unusual about the cooperative development of good instructional procedures in cities that would be entirely foreign to the process out at the crossroads school. The committee has not been that mechanistic in its approach. The programs of these chapters just seemed to invite this grouping.

Chapter V emphasizes more especially what teachers organizations are doing in this matter of instructional leadership. The writer of the chapter, in summing up these excellent examples of the able work of teacher organizations, makes a plea for more action in this direction when he says, "No teachers organization can raise a valid objection to authoritarian administration or otherwise inadequate educational leadership until that organization has exerted its own full power to improve matters." Chapter VI deals especially with steps toward curriculum improvement. The next develops some of the more novel approaches to the in-service training of teachers that may assure the leadership desired, such as workshops, excursions, study conferences, clinical and experimental centers, and planned observations.

As the committee studied the intensive improvement of schools that is going on in this and that local community of Michigan, it was struck by the fact that many of the lines of action reached back to the state department of public instruction. Chapter VIII, which gives a cross section of this attempt of state authorities to help local schools to face their own problems, finds its place in the book not by chance. It stands as evidence that state, national, and regional bodies are playing an important role in furthering this cooperative approach to leadership development. The fact that the county unit is proving to be such a convenient one for providing educational study and improvement justifies the gathering of a number of such county programs into one chapter, Chapter IX.

A second chapter to be devoted entirely to one school system is number X, and its title, "Leadership thru Teacher Self-Confidence," represents the committee's reaction to the democratic and human approach that seems to mark the school approach in Webster Groves, Missouri, the system treated.

Not content to let their classroom program stand as their total teacher-training effort, schools of education for years have been supplying educational leadership to their respective areas thru varied approaches to the problem of teacher growth and in-service training. Chapter XI reviews a number of the activities of teacher-training institutions in this respect. The book is spotted thruout with instances of the operation of the school program close to the community life. So important has this community-school concept of education become, that the final chapter of the book, XII, is devoted to programs of this type. The reader will find no concluding chapter of the summary type. Representative of such a variety of educational procedures as are the hundreds of instances of instructional leadership treated in this book, it would be of little value to attempt to review them at the end. They speak better for themselves. Furthermore, some characteristics of leadership development follow in this chapter to help the reader in approaching the more descriptive chapters that come later.

CHAPTER AUTHORS

The scores of local school people whose names appear in the footnotes of the various chapters indicate the real authors of this book. However, the committee members who acted as the masons to select the bricks, smooth off the edges, and cement them together into finished chapters are listed here with their respective chapter responsibilities. Chapter I, the Introduction, represents the combined thinking of the committee, as assembled by the editor, Harold Spears. Ruth Cunningham created Joe Brown, and the others immediately adopted this fable of instructional leadership as one bearing "more truth than poetry."

Chapter editorial responsibilities:

Chapter I	Harold Spears
Chapter II	Alice Miel
Chapter III	Alice Miel
Chapter IV	Alice Miel
Chapter V	William M. Alexander
Chapter VI	William M. Alexander
Chapter VII	William M. Alexander
Chapter VIII.	Harold Spears
Chapter IX	Ruth Cunningham
Chapter X	Alice Miel
Chapter XI	J. Paul Leonard
Chapter XII	Rudolph Lindquist

Others who helped in planning the book appear in the complete committee list that follows:

Harold Spears, *chairman*, principal of the Highland Park, Illinois, High School (Deerfield-Shields Township District)

William M. Alexander, professor of education, University of Tennessee

Roosevelt Basler, assistant superintendent, Joliet Township High School and Junior College, Joliet, Illinois

Hollis L. Caswell, professor of education, Teachers College, Columbia University

Ruth Cunningham, executive secretary, Department of Supervisors and Directors of Instruction, National Education Association

Ruth Henderson, supervisor of elementary education, state of Virginia

J. Paul Leonard, professor of education, Stanford University

Rudolph Lindquist, director of the Cranbrook Schools for Boys, Michigan

Alice Miel, instructor, Teachers College, Columbia University

Dale Zeller, professor of education, State Teachers College, Emporia, Kansas.

THE LEADERSHIP PATTERN

In the early stages of its planning, the committee proposed to summarize each school account given by stripping off the descriptive features and leaving revealed the bare framework of the

leadership that operated in the specific instance. Late in the development of the materials it was agreed that such a step was impossible. Altho timid in respect to stating absolute conclusions, that committee has combined its thinking to present in the remainder of this chapter some of the features of leadership that the accounts that follow seem to have told.

Leadership does not consist simply in being chairman of a group. In a democracy there is a tendency to feel that the function of leadership is discharged when an individual brings a group together for a discussion. Leadership must transcend this function of chairmanship. While the chairman may draw from the group the best that its members have to give, he must at the same time assume initiative in projecting the thinking of the group into areas where thinking does not now exist among them. Too frequently leadership consists in calling a group of people together, springing an idea cold upon them, asking them what they think, letting every man express himself, and then preparing a committee report which does not go beyond the present thinking of the group.

Effective leadership needs to go beyond this by calling for further study, by pointing out areas of study, by enlarging the nature of the problem, by proposing ideas for discussion, by pulling the thinking of the group away from details into the larger relationships. In this sense a good leader is a coordinator of ideas as well as one who projects and proposes beyond the level of existing thought.

Leadership in a democracy is characterized chiefly by its method. In any society leadership must consist of going beyond the mass of existing practice or opinion. In a democracy, leadership involves group action, but within the group there needs always to be individuals who stand out by virtue of their acceptance to the members of the group. They move with the group, and as the group gains power and confidence, desirable action takes place. This action is based upon the willing acceptance of all members of the group rather than upon the demands of one in-

dividual within the group. If we are to improve democracy we must improve the masses of people. We cannot improve it by creating groups of supermen who stride in front, dragging an unwilling mass of followers behind them. All people involved in the task of leadership must discover the problems with which men are struggling and must together find their expression in united action on the level at which increasing numbers of men can participate.

Leadership consists primarily in breaking new ground, but in a democracy this turning over of the soil must be done in such a way that regardless of individual personalities the soil does not lie fallow. Democratic leadership above all else must be leadership which builds within the mass of people the power to analyze their problems and to improve their own methods of work and living. The Fascist type of leader is unsuited to democratic living.

Leadership in a democracy consists not only of developing power in masses of people but also in developing special capacities in those best qualified to grow in specific areas. Coordinate with this is the necessity for producing within the masses of people a knowledge of how to use those who have special abilities and understandings. This is the problem of the development and the use of the specialist. No one individual can possess sufficient information to deal intelligently with all the problems arising in even one narrow area of human experience. Successful living is a composite of general and specialized abilities applied intelligently to specific problems. This is as true of education as it is of other areas of social and economic life.

Higher institutions have a significant role to play in the development of leaders. This role cannot be satisfied by a narrow program of formal classroom work. It can be discharged best by study and research in the classrooms, laboratories, and libraries of the university in combination with experience in the actual problems with which the profession deals—problems which are to be found in working with boys and girls in the elementary and secondary schools of the nation, and in working with adults in

the local communities. As the school expands its concept of education and of its place in the improvement of social living, it enlarges its field of operations and increases its opportunities for leadership. With these changing opportunities must come likewise changes in the educational process.

Leadership is, one may assume, that quality in an individual which enables him to affect the intentions and voluntary actions of another. At times this action is deliberate and conscious; at other times individuals lead without realizing it. Leadership differs from coercion in that the one affected acts willingly and gladly. In fact, he may act in the full belief that what he is doing is completely a matter of his own wish and intention. The fact that the beliefs of others coincide with the wishes and desires of the leader can act as a source of satisfaction to him, and this feeling enhances the value of the act itself.

Various motives may, of course, underlie the action. It may strike the follower as promising various satisfactions. It may appeal to his sense of the good, the true, or the beautiful. Usually one of the good aspects is the feeling of being at one with the leader. Thus may leadership be defined in terms of the attitudes and feelings of the one being led. It may, on the other hand, be defined in terms of the intentions or actions of the leader himself. He may be primarily concerned in the action itself, or he may be concerned mainly in how and with what attitudes the action is performed.

If the sphere of action is war, industry, or business where objective, material achievements constitute the measure by which he judges the success of his leadership, then his attitude toward the person led might be that which he would have toward any other tool. He might be objective, cold, impersonal, unconcerned about the personality of the one led. Such leadership has, of course, definite limitations in that it doesn't capitalize upon the initiative, resourcefulness, ingenuity, or critical faculties of the other person. Its plans and achievements can be no better than the leader. The one led contributes little or nothing to the scope

of perfection of the plan. He follows blindly. It is, of course, evident that for some spheres of action such contributions are at times accepted as of no special value, and blind followership is adequate to accomplish the desired results.

However, if the leader is concerned about the personal development of the one led, then the whole situation changes radically, including the relationship between the leader and the one led. He tries to get him to share responsibility for conceiving and planning an action, for carrying it out, and for evaluating it. In other words, he tries to educate the person he is leading. In fact, leading comes to be educating. In this sense all education worthy of the name involves participation by the learner in planning, executing, and evaluating the learning activities. Leadership from an educational viewpoint becomes synonymous with stimulating people to participate in planning, executing, and evaluating the experiences thru which they are to be educated. The rightful elevation of the individual to a position of human worth, as a basic principle of the American way of life, leaves little place for leadership other than the last type described.

READING BETWEEN THE LINES

From the preceding remarks and the accounts that follow in this book, one may draw two conclusions:

1. That opportunities for educational leadership exist for both the adults and the students at all levels of the educational system—elementary, secondary, and college.
2. That schools may be improved by making opportunities for leadership in an educational institution available to the entire personnel of that institution.

By reading between the lines in the reports of these educational activities, one may make a shrewd guess as to whether the example given represents an isolated project in a school or whether it is a description of only a part of a well-rounded program of leadership development. In some cases it appears that administrative or supervisory leadership has been aware of the desira-

bility of giving *pupils* many chances to take leadership; in other cases apparently there has been awareness of the value of *teacher* participation in planning for the school. This may or may not mean that the teaching group or the student body, as the case may be, has been overlooked as a source of leadership in these schools. But it does seem safe to assert that the schools which give many and varied opportunities for leadership to both pupils and teachers as well as to administrators, supervisors, directors of instruction, and other similar agents are the ones most likely to be improved constantly in the direction in which it is desirable for schools in a democracy to be improved.

In considering a program of leadership development, there is a common source of confusion in thinking, and that is the relationship between leadership and service. It is becoming more and more evident to persons who have given the matter some study that leadership becomes and remains democratic to the extent that there is maintained a proper balance between leadership and service. While it is difficult to give exact formulas, a few specifications might be given.

1. Every person in the group should be given opportunities for both leadership and service.
2. In some situations a certain individual will alternately exercise leadership and follow the leadership of another. A situation in which group thinking is in progress offers one example of alternate leadership and service.
3. The usual state of affairs in a group which is endeavoring to cooperate democratically is that leadership and service are expressed at one and the same time in a given individual. For example, the supervisor may be the chairman of an important study committee and at the same time have an assignment from the group to do a piece of needed research. A student may be responsible for the collection of fees in a given class and at the same time be a member of a school chorus under the leadership of a teacher or other students.

If administrative and supervisory leadership is truly concerned with the development of pupils and teachers into self-respecting, self-directive individuals, it will not rest satisfied until every per-

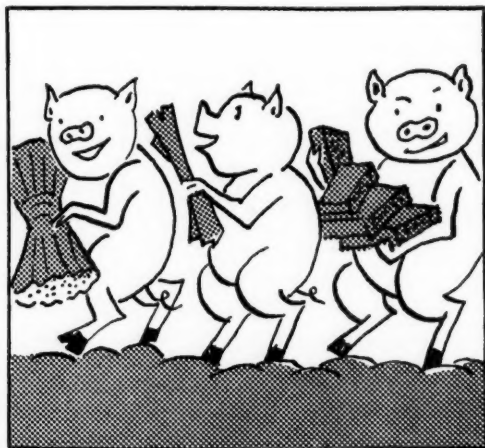
son has had frequently the experience of both leading and following others. The result will be that not only schools but also communities, states, and nations will thereby be improved.

THIS BOOK AND THE WAR

The committee sees no reason to give space to justify a volume such as this in a time of war when schools and school leaders are making an intensive effort to bend their efforts toward those of war and ultimate victory. The struggle that our country faces elevates this topic of leadership and followership to a position that such a book as this could never have expected to enjoy in times of peace. The stories of democratic group action and leadership that make up this book stand out boldly as a descriptive picture of the thing that America is fighting to preserve in this world.

Leadership That Won't Work

By Mother Goose



Be Sure That Your Way Is Best

Chapter II

DEVELOPING TEACHER LEADERS

In American communities the usual pattern is for the people to delegate to a board of education the responsibility of the local school. The board in turn passes on to a superintendent the authority to administer the school. Now there are two ways for a superintendent to "run" a school. He may have a great deal of faith in his own ability and very little faith in the ability of others. He will, therefore, say: "I am responsible to the board of education. It has entrusted me with the welfare of the school. Since I stand or fall on the success of my program, I prefer to make the necessary decisions myself." This superintendent will work out policies to submit to the board of education for its approval and he will plan and announce to his faculty the procedures by which the policies will be carried out.

Another superintendent may be self-confident and capable but he feels more sure that decisions affecting the school are wise if they have been reached by a process of group thinking. He states his position this way: "I am responsible to the board of education. I am expected from time to time to recommend certain policies for the board's consideration. When I can announce that a policy which is being submitted has been developed by the staff working cooperatively, both the board and I proceed to its adoption with greater confidence. Since I, as a superintendent, stand or fall on the success of our whole program, I prefer to have the benefit of the wisdom and experience of all members of our staff." This superintendent provides not only for group policy-making but also for group planning of procedures to be used in carrying out the policies. He realizes that every principal, every supervisor, and every teacher must necessarily have a part in the execution of policies. He, therefore, sees to it that each individual becomes intelligent about the policies he is to help carry out thru having

participated in the formulation of them. What is more, he encourages every administrative and supervisory official to exert the same type of democratic leadership in all dealings with one another and with teachers.

Fortunately, the first type of superintendent at his most extreme exists only in educational discussions, while the number of administrators and supervisors attempting to operate according to the second type of belief is increasing yearly. A good example of the way in which certain administrators conceive of their function and of that of their co-workers is to be found in the following statement:¹

A Theory of Leadership

The best leadership comes out of a contributive pattern which encourages and provides opportunity for the contribution of each individual; decisions are fashioned out of the combined thinking of the group affected. This process makes it incumbent upon the individuals in the group to examine and critically evaluate problems and formulate decisions. Group decision is invalid unless it is built upon intelligent thinking of the individuals involved, and to that extent becomes democratic.

Once those decisions have been made on the basis of intelligent interaction of the individuals in the group, then the leaders have the responsibility of implementation, reinterpretation, and administration. The function of the administrators and directors and supervisors takes on some of the quality of uniqueness; it is one of interpretation and dissemination to the public, and to the teacher one of dissemination and implementation. The administration has the responsibility of carrying out the will of the majority as agents of the group and of implementing the program.

The nature of leadership in Santa Barbara—The Santa Barbara city schools subscribe to the democratic concept of leadership. The relationship maintained between the teacher, principal, supervisor, and superintendent is increasingly democratic and functional. Each has an important contribution to make to the handling of the program, the focal point of which is the child.

The superintendent and his function—The primary requisite of an individual living in a democracy is the ability to give and take and a willingness to have one's thinking mulled over—to give and take criticism. Today, a democratic superintendent plans with all hands

¹ Curtis E. Warren, city superintendent, and Lillian A. Lamoreaux, director of curriculum and instruction, Santa Barbara, California, supplied the material on the Santa Barbara schools.

aboard the ship; is sensitive to intelligent suggestion; and is conscious of, and plans for, the growth and development of principals and supervisors as well as teachers. At all times he has the responsibility of coordinating—of furnishing the administrative leadership in smoothing the way.

The supervisor and his function—The supervisor plans cooperatively; he has the role of consultant; he is coordinator of activities; he carries forward the curriculum program; he is an expert in methods and technics; he is there to supplement the teachers. He can justify his position only to the extent that he can offer leadership as a teacher of teachers. In this professional day and age, under this concept of supervision, he is not there to show the teachers "how to teach" (the old authoritarian idea), but he is there to encourage creative teaching. Supervisors are teachers of teachers and, therefore, concerned with adult education. It is essentially an educative process in which the supervisor should apply the same philosophy of education in working with the teachers as he would want the teachers to use in working with the students. He is there to develop insight and breadth on the part of the teacher. The old authoritarian idea is essentially static. We have moved over into the area of a growth conception of supervision. This is even more important than just getting a particular program of action.

The principal and his function—Among parents and teachers, the principal stands for leadership. The principal has the administrative responsibility for a happy school environment where teachers will find it possible to work effectively with children. This involves manipulation of schedule, buildings, arrangements, adequate supplies; assistance in planning for excursions; and providing flexibility thru-out to meet emergencies of many types which arise in a modern, democratic school setup.

Beyond these administrative responsibilities, the principal shares supervision with the supervisor, is a teacher of teachers, and plans democratically with the supervisor and teachers for an effective program of education. He helps to determine the pattern which may be built for his school. All patterns have the same objectives or common ideals which are a part of the democratic concept of supervision.

The teacher's contribution—The teacher has immediate insight into the problems of the child—his environment, his needs, and his abilities. It becomes the teacher's function to bring an intimate knowledge of the child to the problems of school development. It is up to him to see that the curriculum fits the child.

Under the old authoritarian conception, the teacher was expected to take direction from the supervisor. Under the democratic conception the teacher is one who does his own thinking; he is expected

to grow and develop, to have a purpose and a vision; he is one who has a contribution to make. He recognizes his own teaching problems and is not primarily concerned with finding out what the supervisor wants.

Supervisor to supervisor relationship—It is just as vitally important that the supervisors work together as it is that they work with other members of the teaching staff. All have the responsibility of developing an integrative program of education with the best thinking they can do collectively and cooperatively. They cannot work independently in their relationships with the teachers. This involves frequent meetings on the part of all supervisors. All supervisors must have the same general educational objectives. Each supervisor must see himself as part of the total program.

Supervisory responsibility—If any function of the supervisory staff is more important than another, it is the carrying forward of the curriculum program as it provides for the growth of teachers by assuming the responsibility of assisting and aiding the teachers in the development, interpretation, and implementation of the curriculum program. Another responsibility of the supervisor is that of encouragement of individual expression and creativeness.

It may be noted that the teacher has a position of central importance in Santa Barbara. Administrative and supervisory agents exist to facilitate the teacher's job and to help the teacher to grow into an educational leader who is qualified to direct the experiences of girls and boys. In the light of the foregoing statement of beliefs, it should be interesting to study a report of a planned program of curriculum development in Santa Barbara.

A PROGRAM OF COOPERATIVE CURRICULUM DEVELOPMENT

According to report, the school's program in Santa Barbara had gone thru a long period of strife because of local conditions. As a consequence the curriculum program had had no change for a period of ten or twelve years. Then came a new superintendent who felt the impact of changed social and economic world conditions. Visits to other city schools and conferences with alert educators brought a realization on the part of creative and dynamic teachers and principals for the need of study and possible reorganization of their own school system. As a result teachers realized that a program of professional improvement which had

been carried on as an institute program could be better directed toward a continuous program of curriculum revision.

Problems faced—The first problems faced were: What are the best methods and technics to use in a curriculum revision program? What should be the pattern of action? The school emphasis had shifted from the authoritarian to the democratic approach, which meant that if a program were to be effective it must be as nearly as possible in terms of teacher understanding. It must be a teacher-made program; and so the aid of administrators, directors, and teachers was solicited to proceed with the work of curriculum revision.

In the preliminary stages a year was given over to intensive study on the part of teachers and administrators, with a total school of education acting as a consulting agency. During this first year social, philosophical, and psychological foundations were studied intensively as well as the best curriculum approaches utilized in leading educational centers.

Skills are studied—After basic committees were formed and functioning, the request came from teachers for a study of the skills. Skills committees were formed, representing a cross section of the entire school. These committees used a definition of skills in terms of total life activities. It was felt that the degree to which a child should learn a skill depends upon the situation and the needs of the child. Work was done in five major areas: reading and communicating, arts, music, physical education and health, and arithmetic. These committees studied the activities going on in the classroom to see what integral skills were being developed. Then they took another look at these activities to determine what integral skills could be developed if the teacher were alert to all opportunities. Next they studied the home and playground activities to see what other skills were needed for living.

A special-interest committee at work—A homemaking committee has been functioning for three years. The first year was spent by the members in stating their philosophy, in examining their field, and in evaluating their work to see how functional it

was in presentday living. They reached the conclusion that their work was piecemeal rather than units of living. The second year a study was made to see what a junior high-school girl or boy does at home. As a result, the committee developed sequential areas of living which would help the junior high-school child understand and carry on home activities more effectively. The third year and probably the following will be spent on the senior high school.

The evaluating committee is a continuing committee. It, too, is composed of teachers from the primary grades thru the high school. This committee has listed all the activities that are carried on in the classroom and is attempting to build evaluation tools and technics to be used by pupils on different age levels in analyzing their learning experiences.

An evaluation of the project—The superintendent of schools and the director of curriculum and instruction give their evaluation of the project in these words:

In the light of experimentation in the classroom, teachers have changed and are continuing to change curriculum practices. There is continual striving for a program geared to the maturation level of children, with room for flexibility and initiative on the part of the teacher within the accepted areas. As far as the administration is concerned, curriculum revision purpose is threefold: (1) to provide better experiences for children; (2) to promote growth of teachers in service; and (3) to develop educational leadership within the system on the part of both teachers and administrative staff.

The aim is 100 percent participation, and that has been very nearly approached. Nearly every teacher that sits on a central committee serves as chairman of a subcommittee; thus this participation branches out into the entire system. While this program was being developed, participants were released from classroom duty to attend meetings.

In Santa Barbara these are distinguishable outcomes: (1) individual expression; (2) original thinking; (3) reflective thinking; and (4) an eagerness and willingness to try out in the classroom new steps proposed in curriculum building. We feel this is due to teacher participation in curriculum building.

Inasmuch as the teacher is constantly making decisions that affect the experiences of the pupils, each teacher is at all times

engaged in curriculum development for his own group. This is true whether or not the teacher has participated in over-all curriculum planning. The wise administrator or supervisor, then, as a means of promoting teacher growth, will provide for continuous participation of teachers in cooperative curriculum development. Only thus will the teacher be qualified to implement the various curriculum decisions that are made by someone or some group in every school system. It is commendable that at Santa Barbara what happened in the way of teacher insight and creativity and leadership seemed more important than getting a curriculum down on paper.

TEACHERS HELP PLAN A SCHOOL BUILDING

Participation in curriculum development is not the only way in which teacher leaders may be produced. At Hartford, Connecticut, many teachers were given an opportunity to help plan a new elementary-school building.² When the Hartford Board of Education agreed that the proposed building should be the result of the best experience and practice available and that those most concerned and nearest to the problem should aid in the planning, the way was open for teacher participation in the project.

An early step was the setting up of units to be planned by those most experienced and most concerned. Such units as administrative and health departments, primary division, auditorium, special rooms (library, art, homemaking, shop, science), and service (boiler room, toilets, janitor's room) were allocated to various members of the planning group. With the aid of those whom they wished to consult, these individuals were to draw up temporary plans as to the function of the unit, the built-in equipment needed, and the desired location with regard to other sections of the building. It was the educators' task to plan the functional aspect since they knew what they wanted the building to do. Their plans were to be turned over to the architect who was to

² Account prepared by Katharine H. Daniels, director of elementary instruction, Hartford, Connecticut.

design the building and comment upon the plans as they fitted into the entire scheme.

PLANNING THE UNITS

The elementary supervisor gives the following description of the procedures used in planning several of the units:

Primary division—The primary division, including two kindergartens and first and second grades, was planned under the leadership of the primary supervisor. Altho no formal teacher committees were set up, the advice and consultation service of teachers in the system was often requested. When tentative plans for the building were made, they were shown to several teachers for their criticisms and comments. As each successive new development occurred, it was always discussed either with small groups or with individual teachers. As plans were completed and taken to the architect, he made comments and sent them back to the teachers. In each case he endeavored to incorporate their ideas into the architectural scheme. Occasionally larger groups were consulted as, for example, when it was necessary to decide upon equipment.

The kindergarten teachers were invited to discuss what they would like to have in an ideal kindergarten. From their meeting evolved a small committee of two teachers and the supervisor who embodied the ideas of all in a proposed list of equipment.

The teachers who were to go into the building were consulted at all times but no more than other experienced, well-informed teachers in the system.

Auditorium—The plans for the auditorium, stage, and workroom were the result of conferences of members of the community, the assistant superintendent, the art supervisor, the primary supervisor, the principal, the industrial arts supervisor, and several teachers. The auditorium was to be for community as well as school use and was to be equipped like a small theater.

Art room—The art room was planned by the art supervisor in consultation with several art teachers in the system. The group drew elevations and sketched cabinets. They visited schools to see best practices and equipment elsewhere. They suggested an art library of books and pictures.

The homemaking unit—The preliminary plans for the homemaking unit were drawn up by a group of four, the homemaking supervisor and three homemaking teachers, one of whom was to be assigned to the new building. They planned the rooms with built-in equipment. The preliminary sketch with suggestions as to desirable

location of equipment was shown to many other homemaking teachers who made contributions. The sketch was revised and sent to the architect. In drawing his plans, the architect incorporated the features suggested by the group, changing only the locations.

The supervisor of homemaking acquainted the entire home economics staff of teachers with the progress of the plans at her regular meetings. The actual work on the plans, however, was done by the small group.

This same planning group of teachers selected the furniture for the teachers' room and suggested equipment. They also offered suggestions for the homemaking equipment in the opportunity rooms.

The industrial arts unit—The industrial arts section was perhaps the most cooperatively planned of any area. Here, the planning of the rooms was a project which formed the basis for discussion at each of the industrial arts staff meetings during the year. This was a particularly interesting project because it was the first time a general shop had been planned for the Hartford schools and it marked the difference between the old-type manual training and the newer diversified program of arts. The group discussed a desirable program for boys in the neighborhood and planned for possible community use. They invited a member of the staff of a nearby teachers college to criticize their plans and offer suggestions.

This group was invited to work with the opportunity room teachers and classroom teachers to discuss equipment necessary to carry on a program in the classrooms.

In concluding her description of the Hartford experiment in cooperative building planning, the elementary supervisor says:

There was a splendid spirit of teamwork thruout. To quote the local architect, "I wish there were more jobs like the Burns School where cooperation means something."

The building, now in use, is successfully fulfilling the dreams of those who planned it. It has been rightly called "a school teacher's idea of what a school ought to be." It is definitely a utilitarian building, disregarding the traditional idea of what a school should be, and built for natural learning thru activity. The Burns School was built at a very moderate cost and, because of its economical utilization of space and lack of unnecessary ornamentation, it is one of the least expensive for its size. Yet, it is a beautiful building, functional in design, and distinguished both for its simplicity and fitness to purpose.

It is apparent from the foregoing account that where there is desire to utilize the experience and technical knowledge of teach-

ers, ways can be found to do so. Even within one school system, different methods of providing for teacher participation in the planning of a building were employed. The report does not state which method, if any, was most successful. It is evident, however, that the product of the cooperative planning was highly satisfactory from the standpoint of beauty, utility, and cost. One cannot help but feel that there must have been an additional result, something that happened to the teachers who had a part in the enterprise. Everyone likes to feel that he amounts to something. Even a teacher likes to be consulted about the laboratory in which he or a fellow teacher is to work.

TEACHER PARTICIPATION IN BUDGET-MAKING

In the Ethical Culture Schools in New York City there is provision for regular participation of teachers in many administrative activities, including such matters as budget-making and selection of personnel.³ The educational director shows how the organization of the schools functions to give teachers a voice in determining the budget:

Functional organization—The Ethical Culture Schools are organized on a functional basis, by which we mean that our administrative organization provides for the active representation of all who are vitally concerned with the educational and administrative policies of the schools. Thus in each of our school units (two elementary and one secondary school) we have an executive committee composed of the principal as chairman, the educational director, and three or more representatives of the staff. This committee is charged with responsibility for formulating the educational and administrative policies of its school.

For the Ethical Culture Schools as a whole, there is an administrative council of the schools of which the educational director is chairman. Membership on this body includes the principals of the three schools, the business manager, the registrar, the rector, and two or more faculty members elected by the teachers' council of each school unit.

Focus upon group policy development—The bylaws of the board of governors read, "The chief purpose of the Administrative Coun-

³ Reported by V. T. Thayer, educational director, Ethical Culture Schools, New York City.

cil is to focus the best thought and experience of the executive and administrative officers of the schools and the staff upon the progressive development and applications of the educational policies and principles determining the work of the Ethical Culture Schools, and to integrate in every respect desirable the work of the various units within the school system."

And, finally, the board of governors of the institution comprises in its membership representatives of the Society for Ethical Culture (the parent body of the schools), two parent representatives, an alumni representative, ex officio officers, and two faculty representatives (one elected by the elementary- and one by the secondary-school teachers).

Budget-making—From the foregoing it is evident that the faculty participates indirectly in budget-making thru the power these executive and administrative groups have to initiate and to control policies, to foster and to curtail educational developments. Faculty control extends farther, however, since it is the settled policy of the board of governors to refer in the first instance all problems that affect the well-being of the staff to a joint faculty-board of governors committee for study and investigation. Thus some years ago when depression conditions indicated the necessity of financial curtailments in the budget, a joint committee of the staff and the board recommended a reduction in salaries, and the reductions finally imposed followed a plan of graded reductions suggested by faculty members of the committee. Similarly when other crucial problems arise. We have at the present time a joint committee studying ways and means of "improving the economic well-being of the staff" which may not only recommend increases in salaries but perhaps as well a system of cooperative buying to be administered by officers of the institution on behalf of its employees.

Individual participation within departments—This policy of staff participation is not confined to relations between the staff as a whole and the institution as a whole. Consequently, in the construction of departmental budgets all members of the department share in deliberations and recommendations. Similarly all teachers concerned are involved in the selection of new members of the staff. However, the normal procedure of budget-making follows the conventional plan of recommendations from department to principal and from principal to educational director and business manager. A great deal of conference results from this democratic procedure and the staff as a whole understands very well the financial limitations as well as the financial needs of the institution.

When the budget-making process has run its course and the budget has reached the board of governors by way of its Finance

Committee, it is voted upon by the board of governors, upon which, as we have indicated, the faculty and other groups are represented.

In the Ethical Culture Schools, it is plain to be seen, regular channels are provided for teachers to make recommendations affecting the school. Such a scheme of organization has the virtue of encouraging systematic consideration of the problems of an institution and usually insures orderly and steady improvement of education.

TEACHER SELECTION OF PERSONNEL

In the report just quoted it may be noted that "all teachers concerned are involved in the selection of new members of the staff." To some it may seem that selection of personnel is one area in which teachers should not be allowed to have a voice. Yet when one considers what a stake teachers have in the kind of persons with whom they are asked to work, the experimentation with teacher selection of personnel in progress in the country seems like a logical development.

A few of the schools and colleges in which teachers have a share either in the selection of personnel or in making decisions regarding dismissal of personnel are Antioch College, Yellow Springs, Ohio; Milwaukee State Teachers College, Milwaukee, Wisconsin; Norris schools, Norris, Tennessee; Ohio State University School, Columbus, Ohio; Pueblo, Colorado, public schools; San Diego, California, public schools; and Springfield, Missouri, public schools.

Teacher committee handles problem—The usual procedure seems to be for a committee of teachers to handle the problem, often in cooperation with the superintendent of schools and other administrative and supervisory officials. In Springfield, Missouri, for example, a teacher committee interviews candidates and even sends representatives to visit candidates on the job if distances are not too great.

Sometimes the participation of teachers in selection of personnel has been the result of administrative leadership. In other

cases a classroom teacher organization or a teacher union has gained this privilege for the teaching group. It cannot be doubted that teachers who have the welfare of the school at heart are always deeply concerned that new persons added to the staff will be worthy of the responsibilities entrusted to them. Both the school and the teachers should benefit from allowing teachers to exercise leadership in this direction.

A SCHOOLBOARD RELATIONS COMMITTEE

Another approach to teacher participation in administration has been used at Olympia, Washington, where a Schoolboard Relations Committee has been active for several years.⁴ Organized about five years ago at the suggestion of the city superintendent of schools to assist in drawing up a new salary schedule, the Committee worked so effectively with the teachers, the superintendent, and the schoolboard that it was made a permanent committee.

At the present time the Committee is composed of six teachers—one from each school building in the city. These members are appointed by the president of the Olympia Education Association and serve for one year. It has been the practice to have both sexes and the elementary, junior, and senior high schools represented. Furthermore, at no one time has the membership of the Committee been completely changed. At least one former member always has been retained. That was done to acquaint new members with the policies and practices of the Committee.

The Committee meets with the board at least twice during the school year. The first meeting is usually in October and is primarily for the purpose of renewing contacts and to acquaint the board with new members of the Committee. This is more of a "social call" and no particular problems requiring an immediate decision are presented. Usually one or two members of the Committee report on teacher activities of interest to the board.

⁴ Account furnished by Harold Potts, elementary supervisor, public schools, Olympia, Washington.

A second board meeting is attended in the spring just prior to the adoption of the budget. At that time, any teacher requests affecting the budget, such as inclusion of additional steps on the salary schedule, are submitted. During the year, however, the chairman keeps informed of the board's activities thru the superintendent. The Committee always has been welcome to attend any or all board meetings. However, it has never felt any need for doing so. This no doubt is the result of the fine spirit of co-operation that has existed between the superintendent and the teachers.

Special studies carried on—Frequently, a third meeting is held with the board to report on some special study that has been completed. This problem or project is determined by the group just following the opening of school in the fall. The project is usually one suggested by the teachers. However, the superintendent and board are invited to submit any they would have the Committee study. The following are some that have been studied or undertaken in the past:

1. Series of talks for teachers on local, county, and state finances as they affected the schools.
2. Study of sabbatical leave plans in operation in systems of the United States.
3. Investigation of local medical aid contracts for teachers. Arrangements were made to include local teachers at a nominal cost.
4. Study of extracurriculum activities in the senior high school. Recommendations were made concerning duties and salaries of teachers engaged.

The elementary supervisor in Olympia says:

The intellectual growth of teachers must extend beyond the horizons of courses of study, textbooks, supplies, methods, and procedures used in the classroom. Teachers need to have a knowledge of public opinion on matters pertaining to the schools of America; they need to know what makes the "wheels go 'round"; i.e., they should have information on school finance and the problems connected therewith. Likewise, schoolboards who represent the public should know more about teachers' problems and their welfare. Better school systems are the result of mutual knowledges and understandings between schoolboards and the teaching staff.

Apparently this teacher-schoolboard contact committee has proved very satisfactory in Olympia. It undoubtedly has been successful because the board, the superintendent, and the teachers were willing to work together. Teachers who work in school systems where the superintendent jealously guards his special privilege of presenting all matters to the board of education personally and, if possible, in private, would undoubtedly appreciate the opportunity which Olympia teachers have of working directly with the board of education. To trust teachers to this extent usually pays big dividends in loyalty and interest in the school.

PLANNING USE OF THE CITY LIBRARY

In Lincoln, Nebraska, teachers have been drawn in on the problem of pupil use of city library facilities.⁵ A brief summary of the study follows:

A series of studies looking toward more effective use of city library facilities by Lincoln pupils was carried on during the year 1940-41 by the Research Committee of the Superintendent's Round Table, assisted by the director of elementary education, members of the city library staff, and many elementary teachers and principals. Three studies centered about the extent to which pupils actually use library facilities. One pooled the experiences and ideas of teachers and principals regarding such use. A third group utilized experimental class visits to the library to study and appraise various technics of preparing for, conducting, and following up such visits.

Class visits to library—A number of ways were suggested in which the schools and the library could work together more effectively.

The greatest number of teacher suggestions related to class visits to the library. Accordingly, four experimental visits were made to provide an experience basis for study of effective methods of planning, conducting, and following up such visits. The experimental visits were made in the spring of 1941. The following plans were developed which would make it possible for all classes in Grades IV, V, and VI to make carefully planned visits to the library at least once a year. A

⁵ Report prepared by Merle M. Beattie, director of elementary education, and T. V. Goodrich, director of research, public schools, Lincoln, Nebraska.

"work committee" directed by the Research Division of the Superintendent's Round Table has set up goals for each grade and compiled detailed suggestions about preparation for the trips, the utilization of time at the library, and follow-up.

From the standpoint of supervision it may be noted that the work described involved planning thru an organization, the Superintendent's Round Table, which seeks participation of the entire school personnel in the formulation of school policies and which provides a means for coordination of all such effort. The plan followed involved a rather comprehensive survey of needs, wide participation of teachers in all its phases, experimentation, and cooperation with an important nonschool agency.

The administrative and supervisory group in Lincoln, had it chosen, could have handed out some regulations regarding use of the city library and asked the teachers to comply with them. But one can easily predict what would have been the result in terms of teacher, and consequently of pupil, morale. The best cooperation is secured from individuals who see the purposes and problems involved and who have helped work out the solutions which are to be tried.

TEACHER INITIATIVE IN PROBLEM-SOLVING

Ofttimes teachers take up school problems and solve them, verbally at least, in informal groups. Usually the proposed solutions are never carried out, for in many schools teachers are discouraged from making suggestions rather than encouraged to do so. In the high school at St. Petersburg, Florida, the unusual did happen one day.⁶ One of the teachers tells the story:

The year 1941 in St. Petersburg High School saw a notable increase in teacher leadership. The stimulus for the new sophomore program put into operation last fall came from a group of teachers within our own faculty who saw some crying needs in St. Petersburg High School and resolved to do something about them.

"We were in the teachers' room one day just talking," these teachers will tell you, "when someone mentioned the need for improvement in our registration of incoming sophomores. We agreed that sophomores are lost when coming to us from smaller schools, that they need guidance in choice of subjects, help in finding class

⁶ Ellen Lamar Thomas, teacher in St. Petersburg High School, St. Petersburg, Florida, furnished this account.

rooms, and a closer follow-up in adjustment. Practical suggestions for improvement followed. Result: a new system of sophomore registration."

Following this informal conversation, a group of interested teachers met and drew up a questionnaire to be filled out by all ninth-graders assisted by their teachers and parents. Ninth-grade homeroom teachers and junior high-school principals assisted in the preparation of the questionnaire. This questionnaire included information about the student's hobbies, clubs, home duties, out-of-school employment, choice of vocation, and plans for college (if any). On it the student checked high-school activities which interested him and listed subjects he expected to take in the tenth grade.

A second confidential questionnaire filled out by the ninth-grade homeroom teacher recorded information about the pupil's physical condition, services to the junior high school, home conditions, study habits, etc.

In May all ninth-graders planning to enter high school in the fall filled out the first questionnaire under the supervision of homeroom teachers and parents. Unhurried consideration was given to the matter of subject selection. Parents signed the completed questionnaire.

These two questionnaires were returned to the senior high school and sorted into similar groups. Incoming sophomores were placed in five groups, each group with three or more like subjects. Twenty-five teachers volunteered to serve in the sophomore program and were assigned to these groups.

Teachers have preplanning session—In the fall of 1941 all sophomore teachers met and planned the opening day of the fall session. Efficient registration was facilitated by instructions in the local papers which directed each sophomore to his new homeroom. There his new homeroom teacher gave him a personal welcome and told him what he needed to know about his new school.

Teachers having the same pupils met in smaller groups and planned work for the first two weeks. This included an orientation unit to be given in the history and English classes. Sophomore homeroom activities were discussed, and a Sophomore Week with tag day, sophomore chapel program, parents' reception, and dance were scheduled.

Weekly meetings of all five sophomore groups were held on the same day in connecting rooms. In these meetings, group consideration was given to the problems of individual sophomores.

Advantages of the program—We feel that our new sophomore program has the following advantages:

1. Unhurried registration in the spring allows time for careful guidance by a ninth-grade homeroom teacher familiar with the pupils' needs. This system, we believe, is far more efficient than former mass

registration in which 500 sophomores were registered in one hectic morning by teachers who did not know them.

2. The placing of the questionnaires giving data about each pupil in the hands of the new homeroom teacher before the opening of school enables the new homeroom teacher to make a start toward knowing the pupil even before he arrives.

3. Weekly meetings of the teachers of each sophomore group serve as a guidance clinic in which the problems of the individual sophomore may be discussed. The sophomore, then, is not a bewildered member of a student body of 1700 but one of a small, carefully supervised group.

The interesting feature of the St. Petersburg experience is that a group of teachers was able not only to initiate an excellent plan but also to carry it thru to successful completion. It may be assumed that the administrative leadership in the school was more than usually friendly to suggestions for change. Too often teacher enthusiasm is dampened by an unsympathetic and inflexible principal who is unwilling to give a fair trial to new ideas coming from teachers.

AN EXPERIMENT WITH EDUCATION OF EXPERIENCED TEACHERS

The teachers college, which frequently reaches teachers of experience, has an excellent opportunity to give its more mature students a taste of the democratic cooperation that is necessary if teachers are to participate in administration and be democratic leaders of students. The teachers college at Troy, Alabama, has attempted to provide a functional type of education for experienced teachers.⁷ When a group of in-service teachers returned to the college for a six-week spring course, the instructor set out to demonstrate the workability of the philosophy of the new state course of study just published a few weeks before this class began its work. The instructor gives this description of the process:

The forty-two students enrolled for Education 303 were apparently not expecting a literal interpretation of the philosophy which presumably was to guide public-school practice in Alabama. At the

⁷ Account written by G. F. Stover, professor of education, Teachers College, Troy, Alabama.

first class meeting in response to the instructor's query, "Are there any questions about this course which concern you?" he heard such inquiries as these: "What is the text?" "May two students go together to buy the text?" "Are we expected to write a term paper?" "Will you give us our topics for a term paper early in the course so we won't be so rushed the last week?" "Can I get credit in Education 313 if I take this course?" "Will there be an examination and a term paper?" Clearly, some of these teachers with one to twenty years experience were fearful of an ordeal. They wanted to know how much, in addition to the course fee, they would have to pay for the three credits, which they in turn would trade for a certificate or perchance final payment for a degree.

"Let's get acquainted," the instructor parried, "before we try to answer these questions. I understand that testing—evaluation is the broader term—begins the first day of school (some students are visibly worried) but in a different way perhaps than you have thought of before. It begins with purposes of students, what they would like or feel they need to do, facing some problem that's really troublesome, or working out some plan that busy days in school have long delayed."

Real problems are uncovered—It soon became clear that these teachers had real problems. Some had hoped that they could find time in spite of course requirements "to carry on some study of our lunchroom problems," "to get some free materials badly needed." Few had dared to hope that work on such problems would constitute the course, that work on lunchroom problems could be justified under such a course title as "Teaching the Social Studies."

It appeared that some teachers had common problems, might even help each other more than the instructor could. So the groups were formed, leaders selected, responsibilities delegated, and energies released. At times the instructor was overwhelmed with requests for help. Occasionally some doubters asked, "Is this what you want me to do?" At other times the instructor seemed quite unnecessary as he visited one busy group after another, the situation was so well in hand, and group members were the experts telling how they handled "such a case last year."

If college instructors can successfully live thru those terrifying moments when they seem to be the "least among those" at work on a problem, there will be ample reward in the unsolicited comments which usually come as the work proceeds. "I can really use what I'm making in the laboratory." "I'm convinced I can work this way with my juniors next year." But most rewarding of all will be the renewal of our faith—for frequently we have our doubts, it seems—that this vague thing called democracy can be experienced any time our faith

in humans rises strong enough to release us from the "customary ways" to let us grow.

This account shows that energy and enthusiasm may be liberated when democratic planning and removal of the usual course restrictions characterize the work. The same amount of energy and enthusiasm may be liberated when teachers on the job have opportunities to do democratic planning and discover that their contributions are valued by others.

CONCLUSIONS TO BE DRAWN

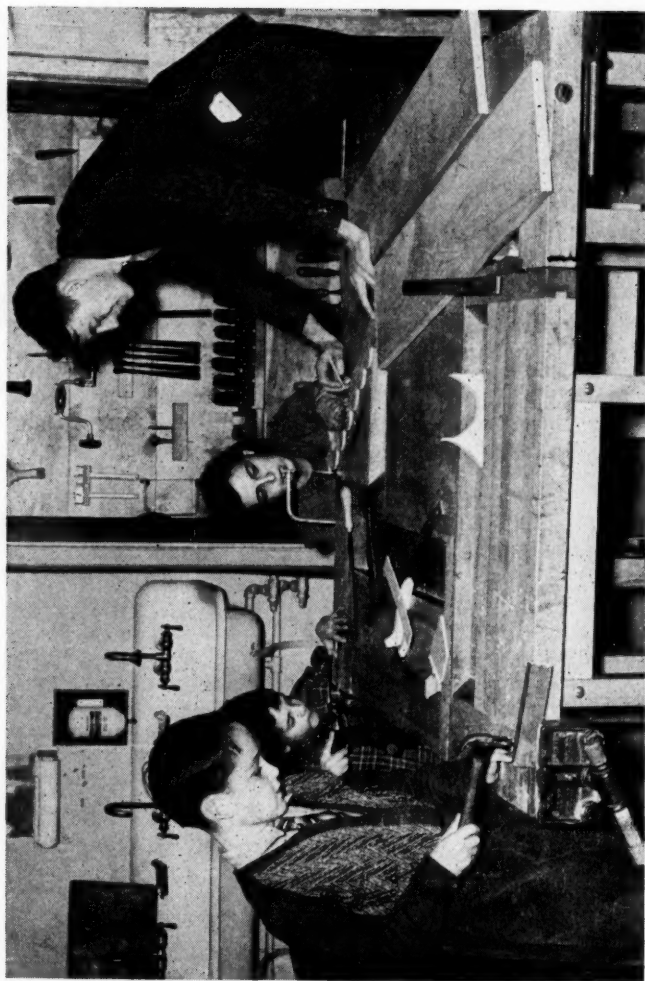
In this chapter there have been brought together a number of descriptions showing various ways in which leadership may be developed on the part of teachers. From the experiences reported on the foregoing pages, several conclusions may be drawn:

1. There is a great breadth to the kinds of administrative and instructional activities in which teachers may engage with satisfaction to themselves and with profit to the school in which they work. Buildings may be better planned, teachers better selected, budgets better determined, the curriculum better developed, and policies and procedures covering a variety of educational situations better planned and carried out with the help of the teaching group.
2. There is a growing belief among the administrative and supervisory group that teacher contributions must be utilized both for the purpose of securing wiser decisions at the moment and for the purpose of increasing the power of teachers to make effective contributions.
3. Teacher participation may come about thru teacher initiative, thru special invitation from the administration to help on some problem, or thru a working organization which provides regular channels for teachers to take part in educational planning.

Dangers to avoid—While it might be assumed that a little teacher participation is better than none, there is a great danger that teachers may become more frustrated than ever if the techniques for developing teacher leaders are not given careful study. Perhaps the worst situation to be in is that of a teacher whose administrative head is merely pretending to be democratic or who has so little understanding of the requirements of a democratic leader that he unwittingly violates most of the rules most

of the time. If a superintendent or principal or supervisor is not willing to abide by any decision that may be called a genuine group decision, that individual has no right to ask the group to go thru the process of making a decision in the first place. If the official merely wants the advice of the group, that point should be made quite clear at the outset. If the official does not honestly welcome suggestions from the staff and intend to see that they receive fair consideration, he should make that clear to his staff also. Much embarrassment and disappointment on the part of teachers can thereby be avoided.

Continuous teacher participation should be planned for—The ideal situation is one in which gradually over a period of time a functional organization, suitable for a given institution, has been developed. Suitable organizational machinery will guarantee regular and effective participation of teachers. All will know what to expect in the way of privileges and responsibilities. This is not to say that machinery alone will do the trick. The point is that so important a matter as development of teacher leaders must not be left to chance. All must feel that they are partners in an enterprise. Operation must proceed on the basis of policies determined by the group if leadership is to be democratic enough to breed more leadership.



Teachers and Children Learning Together
Courtesy of Garden City, New York, Public Schools

Chapter III

HOW SCHOOLS ARE IMPROVED

Authors of books for children make frequent use of such devices as airplane trips, boat trips, and trips by train to interest the young reader in the sights which are about to be described. Thus can the child learn pleasurably about Mexico, the farm, or a department store in a city. Is it asking too much of more mature readers to go on a little tour of the country without benefit of magic carpet or any modern means of transportation? And is it assuming too much to expect that readers of educational yearbooks may find something even thrilling about what is in progress in schools dotted all over the map of the United States? For there are schools in the South and in the North, in the East and the West, where the chief concern is with the type of individual—learner, teacher, or administrator—who lives and works in the school. What is happening to the persons in such schools is remarkable and the promise for the future is exciting.

This chapter tells how several schools have set about to improve themselves. Altho approaches to the problem vary, it is noticeable that each school seems to be searching for the best ways in which to develop the sturdy, capable, and cooperative individuals that are essential in a society like ours. Of course, these schools are in varying stages of growth toward their ideal.

After reading the accounts which follow, the reader may be able to say to himself: "These examples sound pretty ordinary to me. I know of many schools that are doing as well or better." If so, it augurs well for the future of the country that so many educators are helping to develop the democratic leadership which is needed in such large amounts in a democratic society. If the accounts seem to present the unusual in American educational practice, it may be worthwhile to study the methods and results of the small number of schools reported here to find whether or not

there are some common denominators in their efforts which may be used by others as principles of operation. It is only fair to remember, in reading what various educators have written about local developments, that accounts are necessarily brief and do not give a complete picture of a school in action.

A REGIONAL HIGH SCHOOL FOR NEGROES

The Manassas Regional High School in Virginia is an interesting spot for a first visit.¹ Five counties in the northern section of the state, having a scattered Negro population, came together to maintain a school which would meet the needs of the area. A paragraph from the underlying philosophy of the school reads as follows:

A regional high school for Negroes in northern Virginia should enable the coming Negro citizens to contribute more and more to the total welfare of the region. In other words, the school must earn the support it needs thru practical service to the region. The school must be prepared to modify its program as changing conditions demand. This does not mean, however, that it will abandon the fundamentals—vocational, health, recreational, civic, and moral preparation. It is important that provision be made to take stock continuously and to provide for the vitality and growth of the school. If the regional school can provide its students (1) with desirable intellectual and social attitudes; (2) with vocational efficiency; and (3) with a sense of responsibility to the social whole, it shall have fulfilled the purpose for which it was established and is being maintained and developed.

Needs of the area—In determining definite objectives it became necessary to find out what were the needs of the area in which the school is located. In a study of the area it was discovered that the needs of the various counties were different due to the occupational status of the inhabitants. Farming is the chief occupation in two counties. In two other counties which are in close proximity to urban centers, the chief of which is the nation's capital, the trend is toward domestic and industrial pursuits. The rural communities in these counties are fast becoming urbanized. In the remaining county there is a cross section of the afore-

¹ William H. Barnes, principal, Manassas Regional High School, Manassas, Virginia, furnished the description on which this report is based.

mentioned types of occupations. Thus the school, serving such a heterogeneous area, offers training (1) in agriculture to include eventually dairymen, general farmers, poultry raisers, truck gardeners, farm mechanics, flower gardeners, and farm managers; (2) in home economics to include home managers, maids, cooks, laundresses, nurses, stewards and stewardesses, waiters and waitresses, and butlers; and (3) in building construction to include carpenters, masons, painters, electricians, plumbers, and steam-fitters. Only about 15 percent of the total enrolment is registered in the college preparatory course. The remaining 85 percent are taking vocational courses.

Meeting the problems of community relations—The school principal offers the following description of ways in which the problem of community relations is met:

In bringing together pupils from the communities in five counties the problem of the school's influence upon a given community had to be reckoned with. In the rural community the place of the church and school cannot be minimized. These are influential institutions for social betterment. To take either of these institutions away from a community without offering something to compensate would be a loss. Therefore this plan was devised by which the communities are kept in constant touch with the school and receive assistance.

1. Advisory councils are organized in connection with the home economics, building construction, and agriculture departments. A patron from each community in a county is a member of one of the councils. A general advisory council, which is associated with the principal, is composed of leading citizens from all counties.

2. Each pupil registered in a vocational course carries a home project under the supervision of the instructor of the course. Sometimes it becomes necessary that a pupil remain home to work on his project. In this case the pupil is counted in school, the instructor visiting the home to observe and guide the pupil while working on the project. This has resulted in improvement of home conditions in each of the five counties. A list of types of projects now in progress follows:

Home Economics Division

- a. Home improvement projects: redecorating bedrooms, dining rooms, and kitchens. These projects include papering, painting, making bedspreads, sheets, pillow cases, furniture slip covers, table cloths, curtains, and draperies.

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2. Each pupil registered in a vocational course carries a home project under the supervision of the instructor of the course. Sometimes it becomes necessary that a pupil remain home to work on his project. In this case the pupil is counted in school, the instructor visiting the home to observe and guide the pupil while working on the project. This has resulted in improvement of home conditions in each of the five counties. A list of types of projects now in progress follows:

Home Economics Division

- a. Home improvement projects: redecorating bedrooms, dining rooms, and kitchens. These projects include papering, painting, making bedspreads, sheets, pillow cases, furniture slip covers, table cloths, curtains, and draperies.

b. Nutrition projects: making menus, selecting and purchasing foods, preparing meals.

c. Personal appearance projects: proper hair grooming, dress for all occasions, care of teeth, fingernails, shoes, clothing.

d. Personality development projects: selection of suitable clothing, cultivating the art of conversation, pleasant attitudes, proper appreciations, and cultivating social graces.

e. Projects in improving sewing skills: making fall and winter wardrobe, making articles for the home, renovating old clothing.

Building Construction Division

a. Project planning and building a church: Twelve months ago the United States government, in expanding the development at Fort Belvoir, purchased land in a community from which pupils came. This necessitated the moving of all inhabitants to a new location. Immediately the building construction division was called upon to assist in planning a church for the new location. Plans for the church were drawn and pupils from the community were employed to erect the building during the summer months. Pupils worked as brickmasons, plasterers, carpenters, and electricians. Plans for homes are now in progress.

b. Projects in wiring homes: The REA has given an opportunity to rural families to have electricity in their homes. Last spring materials were purchased by the board of control to wire the administration building, the project acting as instruction for the pupils. A small farm cottage, located on the school farm, has been wired since the opening of school. Homes thruout the rural area are being wired by the pupils.

c. Smaller projects: building a fireplace, renovating rooms, laying concrete walks, painting the exterior of homes, building a front porch, building a garage, laying concrete well platform (installing pump), wiring garage, installing water system in home, building concrete porch, painting interior of home, redecorating dining room, decorating living room, laying floors.

Agricultural Division

a. Feeding dairy cows, keeping record of milk production

b. Feeding and fattening hogs for market

c. Hog production

d. Poultry raising

e. Small winter gardens.

Methods of developing leadership—The principal makes this explanation of methods used for developing leadership on the part of the pupils:

In planning the program to meet the needs of pupils it is realized that a most effective program must give to the pupil an opportunity to become conscious of his needs. This is best done in a democratic atmosphere. The common fears and inhibitions of adolescents resulting from administrative and teacher domination (which is simply another form of emotion excited by a lack of courage to face reality) have been supplanted by confidence and courage. This state of affairs came as an outgrowth of pupil understanding of administrative problems and pupil participation in the development of policies pertaining to the welfare not only of the student group but of the whole area of which the school is a part. The Executive Council of the Student Co-operative Association functions as an agency in building pupil morale. The Council is selected by pupils without coercion or interference from the administration or any member of the faculty. For the past three years this plan has functioned acceptably. All study halls are under supervision of the Council with a pupil in charge. All problems of discipline are handled by the Council, which in turn makes recommendations to the faculty. Thus the pupil is provided with an opportunity to develop desirable intellectual and social attitudes by actual participation in the conduct of the school.

What are the outstanding features of the Manassas program? What contribution is this school making to the development of leadership in the region in which it is located? If it may be assumed that training for leadership means helping each individual to develop the capacities he has so that there will be some area in which he can furnish leadership, then Manassas seems to meet the test. The statement that 85 percent of the pupils are enrolled in vocational courses is significant. Also important is the fact that the vocational education of these Negro youth is of the useful kind which allows them to improve their living here and now. Not the least telling factor is the belief which the principal holds regarding the importance of a democratic atmosphere. This is revealed when he stresses "pupil participation in the development of policies pertaining to the welfare not only of the student group *but of the whole area* of which the school is a part."

DEVELOPMENTS IN A KENTUCKY HIGH SCHOOL

A report on the Lafayette High School in Lexington, Kentucky, reveals a similar willingness on the part of the school

faculty to capitalize upon school-community group learning situations, with their varied possibilities for pupil development. A progress report for the first year's work on the nutrition problem yields these facts:²

1. There were 150 new gardens.
2. The sale of milk by the cafeteria increased 15 percent.
3. One hundred and fifty-four pupils learned to raise vegetables by participating in the school garden project.
4. Forty-two pupils had poultry projects at home as a direct result of the school activity.
5. Sixty-three local dairymen and pasteurizing plants cooperated in promoting the consumption of milk.
6. Thirty-five thousand pounds of poultry feed were mixed at the school for use at home.
7. Fifty girls made plans for the first time in homemaking classes to can and preserve food at home.

Thru such learning activities, habits of cooperation, self-reliance, self-evaluation, and planning seem to be strengthened; and pupils feel that they are trusted and assume much responsibility. The teachers have a chance to direct phases of development that might never have presented themselves in the typical classroom procedure.

Developing creative instructional leadership—From the principal of the school we learn how such creative instructional leadership was developed and how it has been extended to other groups.

Instill in a faculty of young high-school teachers the spirit of adventure; encourage them to study their problems; stimulate them to experiment with new ways of doing things; give them freedom to work; give them credit for constructive achievements; and even praise them when they make mistakes, and the chances are that creative teaching and creative leadership will result. At least this approach appears to have been sound at the Lafayette School.

Four years ago, the faculty, realizing the need for an improved high-school program, began an intensive study of its problems. The value of the existing curriculum, the extent to which the community needs and resources were known, the objectives and the philosophy of the school, the effectiveness of the guidance program, the need for more vocational experiences, the relation of the work in school to life

² Prepared by A. B. Crawford, principal, Lafayette High School, Lexington, Kentucky.

out of school and similar problems were studied, analyzed, and evaluated by the faculty, pupils, and patrons.

Closely related to these efforts was the fact that the school was selected as one of the thirty-three participating schools in the Southern Study, which is sponsored by the Southern Association of Colleges and Secondary Schools. This relationship gave the teachers an opportunity to attend summer conferences at Nashville, Tennessee; Chapel Hill, North Carolina; Richmond, Kentucky; the University of Kentucky, Lexington, Kentucky; and Milledgeville, Georgia, where the teachers spent several weeks each summer working on their own problems with the help of staff members of the Southern Study and representatives of other schools. In addition, teachers, pupils, and parents organized and worked cooperatively during the school year on school problems. Some of the teachers have visited other schools and staff members of the Southern Study have spent several weeks in the school working with the teachers. These are some of the ways that have provided in-service training for the teachers.

Resulting changes in the school—As a result of a planned effort to improve the program, Lafayette School has made the following significant changes:

1. The elimination of rigid departmentalization thruout the school. This change has increased faculty understanding of the school program as a whole and faculty cooperation.
2. Modification and expansion of the curriculum to meet better the needs of the pupils.
3. Better ways of working with pupils, laymen, and experts on problems of the school and the community. There is a marked improvement in the willingness of the various groups to share experiences in attacking difficulties encountered.
4. A guidance program that focuses the attention of the whole school and parents on the present status and probable future opportunities of each pupil.
5. An improved follow-up technic which provides for a continuous study of the graduates who go to college and the graduates who do not enter college. The school is instrumental in helping pupils to get positions and in helping them to succeed in their positions.
6. Efforts to improve public relations by acquainting the public with the school program and by faculty leadership in various community organizations and enterprises.
7. Plans for improving adult education thru study groups and other means.
8. Numerous plans to help high-school pupils to improve their scholarship, their study habits, their accuracy and thoroness, their

ability to select worthwhile problems, and their ability to make decisions.

9. Efforts to extend the leadership of the faculty to areas larger than the school.

At Lafayette High School, as at Manassas, there is a principal who believes in the efficiency of a democratic atmosphere. The key words in the opening paragraph of his quoted statement are meaningful in this regard—"instil a spirit of adventure," "encourage study," "stimulate experimentation," "give freedom to work," "give credit and praise." These are the means to be used in developing creative leadership in teachers or pupils. In evaluating such methods of dealing with human personalities, it is important also to note what were the accomplishments of the group which worked in this way. Democratic leadership can be expected to produce results that could never be expected of authoritarian methods.

TEACHER-PUPIL PARTICIPATION AT BENHAM, KENTUCKY

If one were to enter the high school at Benham, Kentucky, one would find that not only the staff members but also the pupils participate in determining school policies.³ The staff has a short meeting each morning to discuss any immediate problems or special group meetings for the day. Pupils are encouraged to attend any of these meetings, particularly if they have problems which they need help on at the time. Classrooms in this school seem to be laboratories and teachers apparently are on hand to serve the students who enter. The teacher of English and social studies describes her function in this way:

I like to think of my room as a service room for any youngster who has a need for working there. Perhaps a hundred pupils who are not in my counseling group come to my room sometime during the day to work on an individual problem or to work with a group of students who have the same interest. This of course means that not all people in the room are working on the same thing at the same time. In other words, no course of study, as such, is used.

³ Account furnished by Jennie Ramsey, teacher of English and social studies, high school, Benham, Kentucky.

It seems to me that a person who can learn to recognize his problem, plan his method of attack, and learn to recognize and accept responsibility will make a far better citizen than one who is told every step and assignment thruout his school life. When he leaves school, he must make all decisions for himself. The world now needs citizens who can make sound judgments and are willing to stand behind their decisions.

If this teacher is typical of others in the Benham High School, it is apparent that there is concern in that school with the development of leadership on the part of the pupils. When a staff places so much value on cooperative planning that teachers meet regularly each day for that purpose and invite pupil participation also, progress is inevitable.

A VISIT TO AN ELEMENTARY SCHOOL IN ALABAMA

An elementary school might be next on the list for a visit. For example, there is an interesting one in Leighton, Alabama. This town lies in the heart of the Tennessee Valley and is the center of life for people who live on adjoining cotton plantations.⁴ The homes represented in the school range from the cabin of the tenant farmer to the well-appointed home of the landowner, with the former in the majority. However, one visiting the school can easily see this makes no difference to the youngsters, for a very democratic atmosphere exists here. Side by side children from both types of homes can be observed participating in governing the school thru the elementary council.

Varied activities provided—Further investigation will reveal that individual needs and interests of all children are met thru many varied activities. In one part of the building children are grouped around a piano singing a song from one of the masters; in another place student librarians are assisting young children in checking out books; here a group of youngsters are learning to type so they can prepare a class book; on all sides are colorful pictures and friezes painted by the children. Farther on is a group planning for a play time. It seems that four or five different games

⁴ Account furnished by Kenneth D. Wann, supervisor of schools, Colbert County, Alabama.

will be in progress at the same time. With the planning completed, the children troop out for a delightful time on the playground. At lunch time every child who needs or wants a hot lunch is supplied with wholesome food prepared in the cafeteria equipped and maintained by the parents' club. Nothing unusual for the well-to-do city school? Perhaps not, but it is a mark of progress for the area served by the school.

How it all started—The county supervisor of schools tells the story of this development.

This school program dates back to three years ago when the faculty decided that unattractive classrooms, rigid rows of desks, and sequential textbook teaching were causing insurmountable problems of discipline and unwholesome attitudes. Thru a series of discussions involving the county supervisor, the principal, and the staff, a program of study was set up for the first year. In this it was hoped that by co-operative study and endeavor answers to perplexing questions would be found and a common philosophy of education would begin to evolve. The study program follows.

Program for Study

- I. What can I do to build a stimulating classroom environment?
 1. What do we mean by a stimulating environment?
 2. What part should the child play in building the environment?
The teacher?
 3. What are some materials that will contribute to the enrichment of the classroom?
 4. How can these things be obtained?
 5. How will these contribute to the learning of the child?
 6. How will the conception of learning as growth affect my use of these materials?
- II. What steps can I safely take toward a more informal program?
 1. What immediate change can I make in my daily plans?
 2. How can I utilize the varied interests of children in building my curriculum?
 3. How can I provide more situations conducive to democratic living?
 4. What is involved in democratic living?
- III. What can I do to know my children better?
 1. What part does home visitation play? How used?
 2. How can the parent-teacher association help?

3. How can I study the child in the classroom?
How do I use the information secured?
 4. What should be the nature of records that I will keep on each child?
 5. What should I know about the physical growth of children in order to plan suitable activities for each age?
- IV. How can I interpret my methods to parents in order to gain their cooperation?
1. How can home visitation be utilized for interpretation?
 2. What part will the parent-teacher association play?
 3. How can the children help to interpret the school's activities?

Progress in the first year—The study was carried on in the regular staff meetings which were held once a week. During the first year much was accomplished toward gaining more stimulating classrooms. In a short time much color in the form of painted furniture, gay curtains, and pictures appeared in the various classrooms. Many learning materials—books, clay, paint, wood, tools, and radios—were introduced. A beginning was made toward more informal learning thru a sharing period in the morning followed by a work period in which children did many different jobs.

The P.-T. A. programs for the year were planned in terms of the school program. Parents were interested in some of the things we were attempting to carry out. They entered into the spirit of the program by providing fruit for midmorning lunch for undernourished children. Very little was done toward a systematic study of children. However, the teachers visited in almost every home represented in the school.

Emphasis on child study—During the second year more was done toward a study of children and their needs. A testing program to aid in determining child needs was initiated. There was evidence of growth in the teachers' ability to care for individual needs in the classroom. Books on the child's level regardless of grade placement were bought. This was accomplished by means of a plan initiated during the year whereby each child contributed money instead of buying sets of textbooks. As a part of the pro-

gram centering around child needs, the parent group equipped a kitchen and sponsored a lunch program in order that undernourished children might have a warm lunch. It was during this year that rest mats were secured and each child rested during lunch periods.

During this year the school council was organized to help with the running of the school. The children elected the officers and representatives from each room. Their first act was to organize a safety patrol to help with the loading of buses. This was followed by plans for the beautification of the school grounds. Children planted shrubbery, sowed grass on the lawn, made sidewalks, planted flowers, and painted door and window facings as a part of this work. Many people were called in to help and detailed plans were worked out before the project started.

An effort was made during the second year to hold the ground that had been gained during the first year. With the change of emphasis within the organized study program, it proved very difficult to do this. However, by occasionally discussing points needing strengthening a degree of success was obtained.

Emphasis on community study—The emphasis during the third year was on a study of the community. The teachers as a group made every effort to know their community better. Excursions were made into the community and over the farms by the teachers before school started. Health authorities, farm agents, dietitians, and others discussed problems with the faculty at various times during the year. It was during this year that a cumulative file for each child was set up.

The work in the classrooms followed closely the study program. Units on soil conservation, better farm practices, community history, and malaria were taught during the year. The children had many contacts with the community thru excursions, conferences with visiting authorities, and so forth. During the year the children were instrumental in getting a favorable vote on a drainage project to combat malaria. During this year, ground gained previously was lost and it was necessary continually to refer to the original purposes of the group.

Work of the fourth year—In the fourth year, work centered around the improvement of the teaching of the skills. The teachers set up standards for language in each grade. These were in terms of individual children and were not applied as a blanket set of standards on which to base "failure" or "promotion." They were aids to the better teaching of language which the teachers felt had been neglected. Along with this went continued reference to part gains and the need for strengthening these gains.

This frank description of successes and failures, of ground gained and ground lost, gives a good picture of typical attempts at cooperative faculty effort. There is much emphasis on teacher growth. The importance of understanding children is realized. Parents are not forgotten. The steps which the Leighton faculty took in improving themselves professionally and thereby improving the education of the children could well serve as a guide to others.

COOPERATIVE SELECTION OF PICTURES FOR AN ELEMENTARY SCHOOL

From another elementary school comes a description of a project which necessitated the cooperation of teachers and pupils.⁵ The project was that of selecting pictures for a new building. The elementary supervisor describes what took place:

A new building, blank walls, and money to spend for pictures! What an opportunity for cooperative action! Teachers and pupils had moved into the new Dodge School in Grand Island, Nebraska, almost before the last workman had moved out. They were accustomed to the process of settling and they readily accepted the responsibility for picture selection.

Careful planning on the architect's part had safeguarded proper wall spaces for pictures. These spaces were measured and listed with detailed notations as to lighting, proper proportions, and general surroundings. Children and teachers thruout the building discussed the type of art desired and concluded that color was needed, that modern artists should be given preference (thus building for better balance thruout the system), that local artists might be included, that significant corridor space should be given particular attention.

⁵ Description written by Dorothy L. Harding, supervisor of elementary instruction, Grand Island, Nebraska.

With this background it was a comparatively simple matter to gather, from dealers in Lincoln, Omaha, and Chicago, a collection of possible prints for consideration. Approximately three times as many as could be purchased were thus available for study. These prints were tried in various spots under a variety of lighting conditions and were discussed at length. Children's reactions were noted and their preferences indicated. Costs were assembled and debated. The final selection was made by a vote of the teachers representing the various age groups of pupils.

One original is purchased—Almost unanimous approval designated as first choice a reproduction of "Twilight in Alaska" by the Nebraska artist, Dale Nichols. This picture, planned for the lower corridor where all would enjoy it, was eminently satisfying. With appropriate framing it was correspondingly expensive, consuming approximately one-fourth of the fund available. It had been decided, however, that quality was not to be sacrificed for quantity and the choice stood. The parent-teacher association helped by purchasing one of the pictures which the children liked. The financial cause was further aided by the fact that it had been possible to find some exceptionally fine English, German, and Swiss prints, together with a small original wood cut, at greatly reduced prices. A Cizek panel, long a possession of the school, was discovered rolled in a mailing tube. This gay bit of childhood—mounted, shellacked, and framed in a local shop at reasonable cost—gave exactly the right effect upon the wall of a stair landing and obviated the need to purchase a picture for this spot.

Desire for variety caused the choice of two Hinzpeter landscapes to be hung as companion pieces, a Grant Wood, a Van Gogh. The younger children liked Muriel Dawson's "The Squirrel's Breakfast" and "The First Aconite." Also popular and chosen were "The White Doe" and "The Lotus Pool" by Waters. These, with a Monet print and the original wood cut, made up the complete purchase. It is significant that no pictures were included except those which had been seen, discussed, and approved by the entire group. Properly framed and hung, these pictures represent the contributions of many minds to the decorative scheme of living in this school.

Effect on the children—That the experience was vital to the children of the group is evidenced by the increased interest in artists and their works and by the influence of style upon the productions of the pupils themselves.

A sixth-grade boy created, with considerable satisfaction, something he felt was akin to the type of the Dale Nichols—and this from a lad who heretofore had produced little or nothing. A fifth-grade girl was overheard pointing out with much pride "our original,"

thus indicating a first step in the development of discrimination. The recent death of Grant Wood assumed the character of a personal loss. The interest developed by cooperative effort and wide participation could not have been increased had the expenditure of money been many times the allotted sum. These are not just pictures—but “our pictures” and their value is much enhanced by pride in that fact.

The foregoing account contains its own evaluation in terms of the interest aroused in the pupils and development of pride in joint ownership. How frequently such opportunities for providing educative experiences are overlooked because no one thought to provide for the participation of teachers and pupils.

A “COMMUNITY OF INTEREST” PROGRAM

Another approach to the development of leadership has been used in the Groveland Elementary School at Wayzata, Minnesota.⁶ In that school much attention is given to their “community of interest” program.

Just as the members of a community arrange themselves into different interest groups to carry on their activities, so are the children in the school allowed to form organized groups. A teacher does not promote some organization as is often the case, but rather holds himself in readiness to be of help to any who might need his services. When one or more pupils actively express a desire to do something, they are encouraged to participate in it. If a number of pupils become interested in the same activity so that the group grows large enough to need a sponsor and some organization to make it function well, it then takes on definite form. Just as adults in a community perfect their organizations, so do the pupils.

That sponsor who can serve the group best is chosen. The head custodian as well as the librarian and the teachers serve with one or more of the groups. The thing that the sponsor is especially charged always to keep in mind is that he is to furnish only such assistance to the group as would be expected by adults from one more matured and experienced. The sponsor allows the participant's interests and desires to be the motivating force and he uses anticipatory thinking in guidance rather than arbitrary methods. This course of action is based on the theory that most normal individuals have a natural urge to be active if given an opportunity to work at something in which they are interested.

⁶ Reported by C. R. Bennett, principal, Groveland School, Wayzata, Minnesota.

The groups that have been developed are safety and fire prevention, reading, glass-slide making, photography, travel, microphone, newspaper, banking corporation, Junior Red Cross, puppet, marionette, hobbies, exhibits, athletics, sewing, knitting, and library.

When any group or organization develops special interests or hobbies to such an extent that they have entertainment value, an opportunity for demonstration is given. The method of demonstration used is that which will serve best. It may be an auditorium production to give the participants dramatic experience and to give the pupils audience training. Exhibits are likewise used.

The Groveland "community of interest" program has some interesting features. Provision is made for following up the real interests of the children. Apparently the staff is extremely careful to encourage the children to run their own organizations, thus learning self-reliance and acquiring leadership ability. Guidance on the part of the teacher is not lacking however.

LEADERSHIP DEVELOPMENT IN TEACHER EDUCATION

The State Teachers College at Troy, Alabama, is another spot where one can find realistic education.⁷ Preservice education of teachers there has included experiences in giving actual community service. The story is best told by a professor of education at the college who served as a counselor and major instructor for the experimental section whose activities are described.

The results of efforts here described to bring students actively into the process of planning their own activities in relation to goals they recognized as important began three years ago, when one group of freshman students was selected as an experimental section, spending fourteen hours per week with two counselor-instructors who called in specialists as needed. Various enterprises based upon pupil interests and needs were undertaken. The work during this year was hampered, however, by the failure of staff members to agree upon clear-cut objectives for the general education courses.

During the following year the cooperation of other staff members was enlisted in the formulation of objectives (in behavioral terms) which seemed to express the values all were seeking. After hours of conference, these were expressed and revised and finally edited by the students and instructor.

⁷ Report written by G. F. Stover, professor of education, State Teachers College, Troy, Alabama.

A Search for Opportunities To Grow

The group then began to look for opportunities, activities, and materials which would make possible the development of behaviors desired. The usual activities of the classroom were clearly too limited. Search for opportunities for "helping others," "showing initiative and originality," "seeking new activities and experiences" carried these students to community agencies where they offered their services. One such visit (to the county activities building) brought the instructor and a committee of students into accidental contact with the greatest opportunity yet found, a newly established WPA county library. Timidly we asked, "Could students help in any way in storytelling, collecting materials, or directing games?" "They surely could," was the most enthusiastic reply of the county librarian.

Students were soon scheduling field trips with the librarian, arranging for afternoon story hours at various centers among the eighteen rural library branches. "What stories would children enjoy?" "Would little tots and old folks (who occasionally outnumbered the children at these afternoon social gatherings) enjoy the same stories?" "Could we hold their interest if we included singing and games?" "What can we do to get the shy children to participate?" "These children are undernourished. Could we help the teachers in ——— community to provide one hot dish at lunch time?"

Students Become Absorbed in Service Programs

One thing led to another and students were found in libraries even over week ends, were enlisting the help of their music instructor, children's literature instructor, and physical education director as they planned more appropriate activities for the next library story hour. Art work in the college program was frequently directed toward poster work and other campaigns for increasing library circulation. The lack of materials appropriated for the adult near-illiterates led to a nationwide search for such materials. They found it free in the materials prepared by a WPA federal writers' project.

Students soon were invited to help in the schools in these same communities. They investigated ways of securing surplus commodities, helped to establish files of free materials in rural schools, led children to nearby woods for shrubbery and landscaped school grounds, started girls' basketball teams, and helped children build basketball equipment and lay out regulation courts.

Self-Evaluation Used

These students were sophomores in a teachers college but a number had not really intended to teach.

"Not in a school as drab as one I attended but, if school could be like this, what we're doing, helping people, sure I'd change my plans. I'd love to teach."

Today, a number of Alabama schools, and who knows how many Alabama children, are sharing the fruits of this little venture in self-direction and service. For these students are now teachers, and reports from the field are coming in. Even that slow girl who had difficulty passing the tests in college academic work, they say she has literally transformed a rural school. What is it that makes a teacher, makes her want to grow? We're still studying the question at Troy.

After reading this account of leadership development at the college level, one wonders if the elementary and secondary schools could not make much faster progress if they were staffed by individuals who had had opportunities for real leadership and service while they were in a teacher-educating institution. While this is not the only example of its kind, teacher education of this type is all too rare.

Leadership That Won't Work

By Mother Goose



Scare 'Em

Chapter IV

HARNESSING IDEAS AS LEADERS

Shorewood, a residential suburb of Milwaukee, has a population of 16,000. In 1917 it was a village of only 1600 people. Then began a rapid growth. Because of its choice location on the lake, away from centers of industry and yet only five miles from the heart of Milwaukee, it proved highly attractive to those wishing to build fine homes. So rapid was the development of this residential community that by 1937 it had a population of 15,000. Today the majority of the families are supported by the earnings of professional and moderately paid businessmen. Both the exceptionally high and the low income families are small minorities. Consequently one finds the expected conservatism, but it leans toward the liberal rather than reactionary social attitudes.¹

Shorewood is one of the wealthiest communities in Wisconsin, with a true valuation of \$16,000 for each pupil in the schools. The annual current expenditure per pupil from kindergarten thru Grade XII is about \$173. (Both figures have been computed on the basis of average daily attendance.) The community tax effort, however, is about average for the state, and considerably lower than most of the Milwaukee metropolitan area.

A SCHOOL-CENTERED COMMUNITY

The Shorewood school system grew up rapidly with the community. The two elementary schools and a high-school campus of twenty acres, on which are six modern buildings, were developed within a period of twenty years. Excellent physical equipment, as would be expected, was provided by this young, wealthy community. In fact, the community was built around the schools which were expertly planned with foresight as to Shorewood's present and future needs. The junior-senior high-school campus

¹ The account of the Shorewood program, as presented in this chapter, was prepared by these members of that school system: Edith Mae Smith, Burl Miller, and Marjorie Pratt.

is located in the heart of the community, and it is not at all strange that the schools have become "community schools." An adult education program has developed which is outstanding both in opportunities for individual growth and in attendance. Shorewood is proud of the fact that more adults attend school than children. Over 3000 of the adult citizens enrol in one or more of the hundred evening classes. During the winter a program of Sunday lectures by outstanding authorities attracts overflow audiences on many occasions. The new community auditorium on the high-school campus seats 1400, and often it is filled for both an afternoon and evening lecture. An outdoor sports program centered around three flood-lighted softball diamonds has furnished recreation for over 220,000 spectators and participants during a single summer.

Splendid rapport between adults, pupils, and teachers—With the community so centered in its schools, it is evident that a splendid condition of rapport should exist between adults, pupils, and teachers. Inherent in this circumstance is the source of much of the leadership that has contributed greatly toward the development of the Shorewood schools. The present residents built the schools; they built them for their own sons and daughters. In fact, so much of the community planning and community activities has sprung from the desire for child welfare that Shorewood has been referred to as a "child-centered community." Good schools were demanded; good buildings were erected; and good educational leaders obtained. Thus a cycle of leadership was set in motion—a cycle involving taxpayers, parents, pupils, teachers, and administrators.

Another factor that has contributed greatly to excellent rapport between the citizens and their schools is the unusual character of the school district organization. Shorewood is still a village, even with 16,000 inhabitants. It has never chosen to become a city. The village government, however, does not have fiscal jurisdiction over the schools, for the district, co-extensive with the village in area, has chosen to continue its existence in accordance

with a law applicable to rural districts under which it was originally established. A board of education of five members is elected by the district voters at a separate school election. This school-board reports to an annual school district meeting held in July. All voters may attend. At this meeting the budget is approved, taxes are levied, and general policies discussed. Here there is direct democracy in operation. The "will of the people" is quickly evident. During the ensuing year the board of education is entrusted with carrying out the policies adopted at this district meeting.

Public relations must be constantly effective—Thru the organization just described the community's desires and demands can be transformed quickly into action within the schools. The educators find it necessary and advisable to carry on constant, effective public relations in order that citizens may know and understand what is being done, and in order that the vital interest of this community may be harnessed to aid in the educational activities in the schools. Community support for desirable educational procedures is thereby strengthened, and the curriculum of the school is enriched by integrated home-school activities. Thru the opportunity of having his "finger in the pie," each resident can feel that the Shorewood schools are his schools. The power of such close personal interest has been felt not only in the choice of school administrators but also in changes in policy and other developments within the educational program. Here is vital, direct community leadership teamed with professional leadership in the schools. Each respects and values the aid of the other. No attempt will be made to separate these two elements in discussing leadership in the Shorewood schools. In fact no attempt will be made to separate segments in the cycle of taxpayer-parent-pupil-teacher-administrator activities to which previous reference was made. Even if such a procedure were possible, it would be decidedly misleading. Rather, an attempt will be made to point out directions in which leadership has been exerted and the observable consequences. The question shall not be the "Who?" but the "How?" and the "What?"

THE TEACHER'S ROLE IN A CHILD-CENTERED COMMUNITY

The community's expectation from its schools necessitates a well-qualified staff. The Shorewood Board of Education has made the provisions necessary to secure and maintain such a staff. It has built a plant which is conducive to good instruction. It generously provides the equipment and supplies the individual teacher requests. It pays high salaries; this enables the administrators and the board of education to be selective when choosing new staff members. It requires a master's degree for teachers in the secondary school and a bachelor's degree for those in the elementary school. It encourages elementary teachers to work toward a master's degree by providing additional salary. As a consequence of this policy, 79.6 percent of the high-school teachers and 38.5 percent of the elementary teachers have master's degrees.

A staff with such qualifications is capable of unlimited leadership. Therefore, a function of the administration is to provide opportunity for this widespread capacity for leadership to assert itself in those channels which will best serve the school. Numerous standing and special committees provide opportunity for many teachers to participate actively in formulating plans and determining school policies.

Committees meeting with superintendent—The superintendent meets weekly with principals, the curriculum coordinator, and the director of the adult opportunity school. He works also with a committee, composed of elementary and secondary teachers, as problems arise which affect the entire faculty and school. Such a committee aided in the formulation of the salary schedule which has been adopted by the board of education. For the past two years a committee has been cooperating with teachers in other schools in working on teacher-tenure legislation. At present a committee which includes the superintendent is studying the trends in living costs in order that the faculty and board of education may be informed concerning them.

High-school committees—The high-school principal has organized two committees to work on secondary problems. One is

called the principal's advisory committee. It is the business of the members of this group to contribute their points of view in the study of problems confronting the school in order that decisions of greatest perspicacity may be made. Departments select their representatives to this committee for a period of three years. Elections are so arranged that one-third of the membership changes each year. The problems discussed may be those which concern two or more departments or those which affect the entire school. The second group organized by the high-school principal is called the program committee. It is composed of six teachers selected each year by the principal, and meets once a month with him to plan and guide the year's study for the high-school faculty meetings. This group surveys the needs and interests of the faculty and then plans a program based upon its findings. Last year the theme was "The Technics of Solving Problems Cooperatively." This year the general subject is "Evaluation of Our Procedures in the Education of the Child." The committee believes this study will develop a greater perspective in deciding what to do and a better acquaintance with available technics of evaluation.²

Elementary committees—In both elementary schools, a committee of seven, which includes members from the primary, intermediate, and special departments, organizes the yearly schedule of meetings. The committee confers with the teachers in each department, with the specialists, and with the principal to determine their needs for group meetings. A program results to which the entire staff, administrators and teachers, agrees to conform. Thus each faculty member can anticipate all meetings and is able to plan his own activities accordingly. Often two and three groups meet simultaneously. One may include the teachers of a certain grade who are engaged in cooperative curriculum planning; another may include all the teachers of certain children who are experiencing difficulties; still another may include the teachers concerned with administrative problems.

²A Brief Evaluation of Shorewood High School, Annual Report to North Central Association of Secondary Schools and Colleges, November 1, 1941, by two faculty members, one parent, one student, and the principal, p. 3.

In one elementary school a cooperative student-faculty committee is organized which assumes the responsibility for all policies which pertain to student participation in school government and community activities. The membership of this committee originally included the principal and five teachers. After plans were tentatively laid, student representatives joined the faculty group. This organization, called the Atwater Student-Teacher Association, has grown so rapidly that it has been necessary to establish a board of directors composed of student officers, two faculty counselors, and the principal.

Last year in one elementary school a faculty committee was elected to consider problems concerning a teacher, a department, a grade, or the school as a whole. Sometimes this committee called upon a small group of teachers to meet with the principal to study a particular problem. At other times this committee referred such questions to the entire faculty group. The advantage of such a committee is that all considerations assume an impersonal cast, since the source of the problem is not known. Moreover, all contributions for the solution of the problem are pertinent and constructive.

Quite frequently groups get together without formal committee organization; the problem is presented by some member; the discussion and plans follow. A report of each group meeting is recorded for reference. The report is filed either with the principal, the curriculum coordinator, or the psychologist.

Teacher responsibility for curriculum—Each Shorewood teacher assumes all responsibility for "what is taught" and "how it is taught" in his classroom. As has been mentioned, at curriculum and department meetings suggestions and studies are made as to content, methods, and recent research in a given field; but in no way do these meetings dictate the "what" or the "how" for the teacher. Because of this freedom, courses of study are constantly being revised and initiated. There is an experimental attitude toward units of study and the technics involved.

In the high-school speech department an "assembly training

course" was inaugurated to meet the challenge of producing more worthwhile assembly programs. A new unit on "creative living" is being studied in the high-school English department this year. "Tolerance and understanding of peoples of other races, nationalities, and social status" is the theme of a unit being planned co-operatively by teachers and specialists working with the fourth and fifth grades. The fifth- and sixth-grade English classes have set aside one day each week as a "clearing hour," during which written or reference work may be brought up to date and understandings clarified thru individual work with the teacher.

Because of these constantly evolving curriculum activities, a continuous program of evaluation and revision is essential. To meet this challenge the teacher feels the need of more time available for such study. In the elementary school, principals have so arranged schedules for the past two and a half years that a group of teachers might work with the curriculum coordinator one day a week on some phase of curriculum development. The high school and the elementary schools are dismissed one hour early every other Wednesday that this period might be used for parent-counselor-student conferences. At the present time, the high-school teachers are asking for more time to carry out plans for their classes and their advisees. This need is felt to be so great that the faculty is attacking this problem first in its program for the year's study on evaluation. Such concern usually will be evident when teachers respond to the opportunities for leadership and assume responsibility for promoting the well-balanced development of the individual child.

Encouragement of professional growth—The administration encourages professional growth. Time is allowed each year in which teachers may visit either in their own or other schools. A liberal expense allowance is given to teachers who care to attend professional conventions. To assist in the development of better faculty thinking and planning, the superintendent often invites outstanding educational leaders to participate in the general monthly faculty meetings. The board requires summer-school at-

tendance every third year for teachers with bachelor's degrees and every fifth summer for those with master's degrees. It has been suggested that, in lieu of summer school, an expert of national reputation be brought to Shorewood to work with a group of teachers on some specific area of concern.

The board of education and the administration believe that the personal life of each teacher rightfully belongs to him. As a member of his community, he is free to conduct his own personal affairs as any other citizen. Salaries are adequate to encourage a high standard of living and enjoyment of cultural activities.

EDUCATIONAL ACTIVITY IN A CHILD-CENTERED COMMUNITY

The concern which always has been felt for the welfare of the individual child by Shorewood parents, teachers, administrators, and board of education motivates the best practices in the Shorewood schools. Thus education becomes a matter of individual guidance because this concern is felt acutely and universally. A counselor is responsible for guiding a group of thirty advisees from Grade IX thru Grade XII in the secondary school and for two or three years in the elementary school. In a daily homeroom period he meets with these students for group and individual guidance. To make his guidance more effective, if administratively possible, he meets his advisees in an academic class.

*Parent conferences and student conferences with counselor—*Each counselor holds a conference at least once a year with each of his advisees and his parents to discuss the advisee's problems, his growth, and his academic and allied activities. The counselor prepares carefully for the conference by collecting and interpreting all available data concerning his advisee. After the conference he writes a summary of the outcomes and sends it to all teachers concerned, the principal, the dean, and the psychologist. Results of the conference are threefold: (1) teachers, counselor, principal, deans, and psychologist attain a greater understanding of the individual; (2) parents gain a deeper insight into the schools' philosophy and practice as well as into the behavior of

their child; (3) the advisee discovers a better basis for choice in the solution of his problems.

Typical conference summary—The following conference summary exemplifies the sensitivity of counselors to the needs of the individual:

Albert is a new student in Shorewood. His problem is not so much one of scholarship as that of breaking down other barriers in adjustment. The new school situation has been hard on him. He has worried over his relationship with Mr. Greene. However, Mr. Greene said he achieved on the B level. A good comment on the card would help Albert a lot. In the home, among friends, he has been compared with a younger brother, who handles tools much more adeptly than he. As a small child he lived in a neighborhood where there were no other children to play with. Here he lives in an apartment. I suggested home games, to bring him out, in which the mother and father took part. Albert is a reader and likes lectures in the auditorium and at the museum. He should go to bed earlier. Sports were urged. Albert has attended three schools.

The mother is aware of his problem but can't find the remedy. Albert will be referred to the psychologist.

The counselor finds a rich source of aid for all guidance work in the principal, the dean of girls, the dean of boys, the psychologist, the remedial reading clinician, the corrective speech clinician, the lip-reading clinician, and the health department.

Allied activities program—The schools offer an extensive and varied allied activities program because all are concerned with enriching the individual's experience. In 1940 the high-school principal made a detailed study of the extent to which Shorewood high-school students participated in regularly scheduled in-school and out-of-school activities and, as a consequence, planning for "balanced living" has become an important part of the guidance program.³

Again, because the entire staff is concerned with personality development in general education, teachers of a grade meet every other week with the psychologist and deans to discuss problems of growth and adjustment of individual pupils. These clinics are

³ For *Guidance in Balanced Living*, a study by the high-school principal, Grant Rahn.

in their sixth year and, according to teachers, have contributed more than any other factor to their mental hygiene point of view.

Since education is a continuous process, the community and school feel that commencement does not mark the end of its obligation toward its young people. One teacher devotes part of her time to vocational placement and follow-up activities for those students who do not go on to college. Senior counselors and deans provide colleges with helpful information concerning achievement in relation to ability, social adjustment, and emotional maturity of seniors planning to enter their schools. This information proves efficacious for college guidance of the individual.

Student participation—Students have opportunities to participate in formulating general school policies in student council, homeroom, and student committees. In the classroom, students and teacher formulate purposes, plan content and technics, and evaluate results. Student-teacher planning which projects itself into the community cements the existing cohesive relationship between school and village. Students of a twelfth-grade social studies class organized a "Get Out the Vote Campaign" last spring just before a village election in which there promised to be a light ballot. They worked with the student council and made a house-to-house canvass to get villagers to the polls. In an effort to be constructive participants in their society, pupil members of the student-teacher association of one elementary school made a survey of the social agencies in the community. The survey disclosed their varied types, purposes, and needs. Students in each homeroom chose the agency which they wished to aid and planned and executed their work.

Examples of school-community cooperation—School and community work together closely on all matters which concern the welfare of the individual student. Last year the dean of girls worked out, with parents of seventh- and eighth-grade children, standards for behavior appropriate to that age level. This year a parent wrote a letter to the high-school principal asking that

something be done about out-of-school behavior of a certain few students whose actions were harming their own and the school's reputation. It was suggested at the fall open house that students, teachers, administrators, and parents work on a solution to this problem. The fact that neither school nor community wished to push the responsibility of solution upon the other, but rather that they chose to solve the problem cooperatively, signifies their recognition of common purposes. Accordingly, student representatives from seventh, eighth, ninth, tenth, and eleventh grades, together with parents, teachers, and administrators, are evolving thru discussion meetings, standards for out-of-school behavior which are desirable for a particular age level.

As an example of the social consciousness which these students have developed, the newly formulated representative ninth-grade group decided, after investigation, that a certain village drug store was allowing students to pursue practices which were harmful to the best interests of the pupils and the school. Since the drug store proprietor was initially unwilling to do his share to rectify the situation, a representative of the ninth-grade group, with the principal's approval, presented the problem to the Shorewood Cooperative Club, and appealed to it for help. Thru the efforts of the club president, the dean of boys, the village manager, the village president, the village police chief, and the drug store proprietor, the store is no longer an unwholesome influence in the community.

Parents of the entire junior class were enlisted to work with students, counselors, and administrators toward the solution of a problem arising in 1939 over the annual junior prom. Cooperatively the junior representatives from each homeroom, the counselors, the dean of girls, and the principal had adopted plans which would simplify the prom and include seniors. A petition protesting the adopted plans was presented to the principal by seven mothers of juniors. He sent to all parents of juniors a careful and lucid explanation of the problem together with a request for their opinions. Parental opinion was gathered in questionnaires which

included such questions as: Should the time for decorations be limited? Should juniors have as much time for decorations as may be required to develop fully whatever theme they may choose? Should a prom king be elected from the junior class? Do you agree that your daughter should be home by 1:00 A.M., 1:30 A.M., 2:00 A.M.?

Responses indicated roughly a two-to-one support by parents of the prom plan which had been previously evolved by the faculty and student committee. Thus thru school and community interaction the final solution was generally acceptable.

Participation of parents in elementary schools—There are many instances in the elementary schools of a close working relationship between school and community based upon mutual concern for the welfare of the child. There the parent-teacher association is a functional organization. A large meeting on a subject of general interest is held each semester; each grade invites mothers to attend classes with their children twice a semester. Mothers observe the school as it functions and remain after dismissal for tea and discussion with teachers, principal, and psychologist.

Special interest groups have formed in one elementary school. Mothers interested in state and federal child legislation are delving into that problem; they have sponsored a rhythm class in kindergarten and in each of the first three grades; another group is making a survey of child radio listening habits and intends to make a radio study which will lead children to a higher level of radio appreciation.

Parents and taxpayers use these elementary schools daily; in them prevails an atmosphere of genuine hospitality. There one may attend a child study group under the direction of the elementary psychologist, a women's chorus, a book review discussion, a class in interior decorating, or a class called "Better English Usage."

The supervising nurse holds a baby clinic every second Wednesday where mothers may bring their babies for physical exam-

ination and where they may receive instruction in child care. In a "summer roundup" organized by the village health department, the health department, psychologists, parents, teachers, and principals work to check and study the preschool child's development in preparation for his initial enrolment in school.

Channels for exchanging information—Citizens are continuously informed of existing, changing, or new school policies thru the superintendent's annual report, the high-school principal's quarterly message to parents called "Planning It Together," the elementary principal's weekly news bulletin to parents, and the high-school newspaper.

When it is based upon the recognition of a common interest rooted in the welfare of the child and upon mutual understanding of one another's problems and challenges, such abundant and functional interaction between community and school strengthens immeasurably the excellent rapport which already exists between the citizens and their schools.

These citizens have built good schools because they, thru interaction among themselves and with staff members, have come increasingly to know what they want and what is being done. They demand additions or changes to meet educational needs and readily provide the necessary funds for them. When things go wrong they demand adjustment; where unwarranted attacks are made these citizens rise with virile effectiveness to defend their schools.

A PHILOSOPHY OF LEADERSHIP

In this democracy every member of a social group may show leadership on one occasion or another and in a manner compatible with his own abilities and interests. Democratic leadership is not a vested privilege enjoyed by only one or a few. Democratic leadership springs from the problems of a group of individuals whose cohesion is common interest. Creative leadership emerges when a personality becomes the propulsive force for a value or values or, perhaps, for a systematic program which merits the

support of the other members of his group. This type of leadership diverges from representative leadership in that it involves an attempt to alter or enrich the existing stock of values by gaining acceptance of a new idea or one that has been borrowed from another situation. In such activity this propulsive personality becomes the temporary leader, and his group becomes a unified community force. When the proposed innovation has been infused into the situation at hand or has been permanently discarded, then this temporary leader and his supporting group may recede from the spotlight and become followers of some other personality and some other group that now assumes temporary leadership. This creative leadership implies change in the "cast of characters." Influence, power, or the propulsive force develops spontaneously and emanates from a recognition of need, together with a proposed solution.

With the above understanding inherent in their philosophy, the writers have attempted to omit reference to individuals except where recording of procedure was facilitated by their identification. Rather, the emphasis has been on the creative activities which have sprung from many groups and many individuals. Reference has been made to the cycle of taxpayers, parents, pupils, teachers, and administrators. Each group has been the leader on some occasion; many different personalities have been the propulsive force behind creative ideas. Individuals thus become very much inferior to ideas, to values, and to programs of action. Certainly individuals are important as leaders not because of their positions or titles but rather for their ideas and the ability with which they are able to secure the acceptance of those ideas by the whole community involved.

Chapter V

TEACHERS ORGANIZE FOR INSTRUCTIONAL IMPROVEMENT

Even such an inadequate survey of instructional leadership in city-school systems as could be made by the Yearbook Committee reveals a sharp distinction in the interpretation of instructional leadership. On the one hand, there are those common practices of supervision and curriculum planning which stem from some central office wherein, one judges, it is desired that all units of the school system conform to some single standard of instruction. Such practices are not confined to those which might be considered "traditional," that is, those which have been employed for a relatively long time, but are perhaps best illustrated, analysis reveals, in some of the curriculum programs frequently interpreted as "progressive."

On the other hand, there are those less common but, according to the point of view stated in Chapter I, more promising practices which are so planned and developed as to encourage and facilitate each unit in the school system to approach its own maximum of improvement. The Committee has taken as its function the description of practices of the latter type. In this, as well as in other chapters touching upon citywide leadership, the writers have attempted to describe practices or programs or phases thereof which are designed to meet teacher's needs, to provide for teacher participation in planning, executing, and evaluating, and to encourage initiative of individual teachers and schools. Obviously, only an inadequate sample of the practices which conform to such criteria are described in these chapters.

Practices of this type do not readily fall into exclusive categories. Improvement programs developed by teachers organizations, however, are fairly easily distinguished from programs for which responsibility is assumed directly by the school administration. Some programs of the former type are described in Chap-

ter VI. Among the programs of the latter type there are some which have as a major purpose the improvement of instruction thru curriculum planning, and some which aim more directly, tho perhaps no more effectively, at the in-service education of teachers. Altho it is recognized that these two groups of practices are far from mutually exclusive, Chapter VI is devoted to programs of curriculum planning and Chapter VII to workshops and other in-service education projects.

INSTRUCTIONAL LEADERSHIP BY CINCINNATI, OHIO, ORGANIZATIONS

In Cincinnati significant instructional leadership for the elementary schools has been exerted by two organizations of elementary-school teachers: the Cincinnati Council for Childhood Education, for primary teachers, and the Upper-Grade Study Council, for intermediate and upper-grade teachers.¹ Study of efforts toward instructional improvement made in Cincinnati indicates that these organizations have had a large share in working for the all-round improvement of teachers and teaching. This work has proceeded with the cooperation and assistance of the director of primary grades and the director of upper grades. The programs of the two organizations have been cooperatively planned and in general reveal a common purpose and procedure. A detailed case study of their organization and programs will, it is believed, suggest some desirable practices of instructional leadership on the part of teachers organizations.

Cincinnati Council for Childhood Education—The Cincinnati Council for Childhood Education was organized in 1931, altho the Primary Council had already been in existence a number of years; in fact, plans for the National Council of Primary Education had been formulated in the city in 1915. Affiliated with the National Association for Childhood Education, during its first year the Council enrolled 543 teachers.

¹ Accounts of these organizations were prepared for the yearbook by the following persons: Dorothy Gradolf, Heberle School, Cincinnati, Ohio (Cincinnati Council for Childhood Education); Elizabeth Guilfoile, Twelfth District School, Cincinnati, Ohio (Upper-Grade Study Council).

During the ten years of its existence, the average membership in the organization has continued around 500, with the largest membership in 1940-41 of 542. Membership in the organization has not been limited to teachers of young children or to those who teach in the city. The present membership includes teachers from nursery, kindergarten, primary, and intermediate grades; assistant principals and principals; members of the central administrative staff; faculty members of the University of Cincinnati; teachers and administrators in private and public schools in neighboring towns; faculty members of Miami University, Oxford, Ohio; many retired teachers; and members of the public library staff.

Various means have been utilized thruout the life of the organization to secure widespread teacher participation in the planning of programs. Teachers have held the positions of leadership and assumed the full responsibility for the organization. Questionnaires have been sent to each member to secure suggestions pertaining to types of meetings and speakers. All schools and all grade levels have been represented on the various committees; during 1941-42 eighty-one members served on committees. Each school annually selects a representative to serve as a contact person with the organization. Study groups have been headed by committees of members who plan the work from week to week. Schedules and programs for all group and general meetings have been widely varied to meet the needs of all members.

Upper-Grade Study Council—The immediate success of the Cincinnati Council for Childhood Education was doubtless an influence in the organization two years later of the Upper-Grade Study Council. In November 1933 a small group of intermediate- and upper-grade teachers who felt the need of working together for professional growth called a meeting to find out whether others were interested. An organization was immediately effected with the stated purpose of studying the problems of teaching at this school level. Growth in numbers was rapid until, at present, about 450 members are enrolled annually. This is 90 percent or more of the teachers who work in the grades represented.

The business of the organization is reduced to a minimum and is handled by a board of seven directors who are chosen at the annual election for two years each, three in one year, four in the next. At its first assembly the newly constituted board elects one of its members chairman. This officer presides at the board meetings and general meetings, and expedites the business and the program with the help and guidance of the board. The board also elects a secretary and a treasurer and usually appoints a program chairman. In each school the members elect a representative who works directly with the board, communicating the wishes and opinions of the members in his school to the officers, promoting membership, and keeping his colleagues informed about the program and the business of the organization. All notices go to these representatives. Within the last three years it has come to be a custom that the representatives meet with the board of directors and the program committee at least once during the year. One business meeting a year for the entire membership is found sufficient. At this meeting the election of officers is also held.

The organization has had little patience with the more showy phases of organization work and has kept its functions simple and has tended to be concerned with ideas, not with personalities. The leadership of the Upper-Grade Study Council has been consistently vested in classroom teachers, but principals and those directors and supervisors whose work relates to this level are interested and enthusiastic members. When administrators occasionally hold office and head committees, it is because as individual members they have demonstrated their capacity and willingness to serve. Programs have been planned in accordance with the wishes of the membership. For example, the program for 1940-41 was planned on the basis of returns to a questionnaire sent members in the spring of 1940. The program committee, made up of thirty people representing as many different schools, studied the returns and broke them down into suggestions for these concrete helps: exhibits, demonstrations, book reviews, study groups, laboratory groups, panel discussions, and lectures. During the year's work each of these activities was undertaken.

Sponsorship of a variety of programs—A wide variety of programs and projects have been sponsored by these two organizations since their formation. Neither has assumed that work and study would alone serve their objectives. The Cincinnati Council for Childhood Education, for example, sponsored a Play Night and a boat ride. The boat ride on an Ohio steamer, the "Gordon Green," was the headquarters for the Ohio Council for Childhood Education meeting in the fall of 1940. This excursion left Cincinnati on a Friday night, proceeded to Louisville, and returned on Sunday morning, with a masquerade as the highlight of the trip.

In 1933 the Council sponsored a feeding program in the public schools. The supervisor of the primary grades found that many children who were having reading difficulties were undernourished and came from homes where they were not getting sufficient rest and sleep. Thru several theater parties the organization raised \$500 to provide midmorning lunches and sleeping robes for several experimental classes. The results of this study showed so clearly that a delayed reading and feeding program was essential to undernourished children that the board of education has since included prereading classes in all areas where they were found necessary. When Miss Hines, the first sponsor of this project, died in 1938, the Council joined with other interested groups in the city in establishing and maintaining the Allie M. Hines Memorial Fund to provide glasses and hearing aids for needy children of the schools.

General meetings with speakers have been held regularly in addition to other types of activities. Thru combining resources for some meetings, the two organizations have been able to bring to Cincinnati speakers of national repute. However, local contributors, including members of the school staff, have been used frequently. For example, only local speakers were used in the 1941-42 discussion group series on "Education and the Development of Personality," sponsored by the Upper-Grade Study Council.

Intensive study programs have been developed at various times.

Early in its development, the Upper-Grade Study Council arranged small study groups for members who wished to study along a definite line for some period of time. A typical group, working under the leadership of two classroom teachers, in the fall and winter of 1934, studied the development of social studies units. This study led to a general program on "Housing," open to the entire membership. In 1938 the Program Committee of the Cincinnati Council for Childhood Education planned study groups around the problems of safety, music, language and literature, handwork, reading, science, and slow-learning children. Several hundred members attended, and at the end of the program a general meeting was held with an exhibit of all the work of the various groups. Three more recent types of study programs are described in greater detail in the following sections.

A study program in language arts—In the language arts study program sponsored by the Upper-Grade Study Council in 1940-41, three phases were selected for attention. Creative expression and choral verse were two activities in which teachers were interested and for which they found it difficult to obtain worthwhile suggestions. The ever-urgent interest in new books for children suggested the field for the third group. A series of meetings was scheduled for members who wished to work along these lines. Groups were to meet once a week at four o'clock for six weeks. Registration by mail brought in 155 names of people who wished to take part and to pay fifty cents for the privilege. The fee was necessary because the low yearly membership dues would not take care of the expense involved.

Six group leaders were selected. Two, working together, took charge of each group and presided at the meetings. These leaders, who were asked to serve because of their special interest in the language arts field, included one seventh-grade social studies teacher, one eighth-grade English teacher, two cooperative training teachers, and two elementary-school principals. In preliminary meetings the group leaders discussed the whole basis of the proposed groups, suggested procedures, and listed possible con-

tributors to the various fields. From this point each pair of co-leaders were responsible for their own group.

The opening and closing meetings were addressed by English specialists widely known in the field, both university professors. The contributors chosen for the four group meetings were all local people: elementary- and high-school teachers, principals and supervisors, and one poet-lecturer who was the mother of two children in the Cincinnati schools.

The first session was a joint meeting at which Dr. Lou LaBrant of Ohio State University discussed broad and basic considerations applying to the whole field of the teaching of English. This lecture launched the study groups upon the six weeks of work. For the next three weeks, the groups met separately. Of the 155 people enrolled, many attended two meetings a week.

The nature of the group meetings may be illustrated by the following report of one meeting of the choral verse group:

Two groups of pupils were involved. The first came from a fourth-grade classroom in which poetry was part of their daily life, part of a very interesting and vital program. But they had never met the choir leader until one week before and were without any previous experience in verse-speaking. The leader had met them once in order to become acquainted with them and to stimulate their interest in this special type of response. Within the week their own teacher had given them some special help with enunciation. The demonstration was planned to show the first approaches to verse-speaking. The spontaneity of the children, their pleasure in group response, their enjoyment of the poetry were encouraging features to teachers who were eager to make some beginning with speaking choirs. The leader then presented her own choir, a group of high-school girls who revealed in a varied repertory of selections the fine group spirit that such work can bring about, the sensitiveness of interpretation, the amazing range and control of voices, the purity of enunciation—the artistry that choir members under a skilful director can create and enjoy. The small fourth-graders who were permitted to remain for this were the most delighted members of the audience.

Meetings of the other groups included such activities as in the creative expression group, presentation of examples of various types of children's expression, and, in the children's literature

group, a panel discussion by classroom teachers, reading specialists, and librarians on the topic, "What types of activities can be used to interest children in good books?"

During the fourth week a joint meeting was held in which the three groups shared. The children's literature group displayed children's books which had interested them and had an enthusiastic participant review Natalie Cole's *The Arts and the Classroom Teacher*. The choral verse group reported their findings regarding the values and the dangers of verse-speaking. The creative expression group offered examples of the type of children's work which had inspired them. The last meeting of the language arts series was open to all Upper-Grade Study Council members and any others who wished to attend.

A joint program in science—A new emphasis on science teaching in the schools in 1940-41 led the two organizations to sponsor a new type of program. By joint arrangement the services of a specialist in science education at Ohio State University were secured. At the first meeting she talked to the primary group at four o'clock and to the upper-grade group following a dinner meeting at six o'clock. The dinner meeting was a joint affair for members and friends of both groups. For these meetings a committee of teachers, assisted by the curriculum assistant in science, had prepared an elaborate exhibit of science materials used in various Cincinnati schools. Experiments were set up. Collections were displayed. Charts, records, pictures, and homemade equipment were arranged so that visitors could easily recreate in their own minds the experiences of the children in carrying out certain activities. All displays were arranged so that they might be "worked" by visitors.

Special interest was manifested in the scientist-educator's suggestions as to use of simple commercial and homemade equipment and materials for demonstrating fundamental scientific concepts. The officers of the two collaborating organizations arranged with the speaker to return on two Saturday mornings and perform the demonstrations in which people were most interested. Attendance was limited at each demonstration to one represen-

tative from each school. These representatives reported to the appropriate groups in their schools and in many instances repeated the demonstrations. Such comments as the following were made by teachers who attended the various science meetings: "The lecturer showed the relationship of science and the elementary-school child. My academic courses in science had not done that for me." "The practical talks, plus the demonstration of simple experiments, gave me the confidence to attack the year's work in science, when I had felt so unready for it." "Simple exhibits such as that showing what other teachers do in a graphic way helped me more than any amount of study."

A series of workshops—The 1941-42 Program Committee of the Cincinnati Council for Childhood Education formulated plans for workshops in art, music, science, and physical education to precede the regular meetings of the year. The workshops met once a week for six weeks. Each group had as leaders a specialist in the field and a kindergarten, first-, second-, and third-grade teacher. In several instances the specialist was a member of the organization, as were all the other members. These groups made plans for the workshops and assisted the participants during the six weeks. These workshops were places where those interested could do the things they wished: paint a picture, model in clay, create a song, make musical instruments, play games, or experiment with electricity.

Membership was limited to twenty-five in each workshop. In two days the registration for the art and science workshops was oversubscribed by five in each field, and as there was no way to discriminate all were allowed to enrol. In the next two days the others were filled and many had to be refused. The Committee was besieged with requests for a second series as soon as the first was over, or for a second group scheduled for the second semester. Altho a second series was impossible for the year, plans were developed for another series in 1942-43. Also, since only a small part of the membership was able to participate in the workshops, general meetings in the fields of art, music, and physical education were held, with a specialist in each area as the speaker.

PROBLEMS ATTACKED BY OTHER ORGANIZATIONS

Still other types of programs and projects than those reported by the Cincinnati organizations are carried forward annually by teachers associations. Illustrations of other programs attacking important educational problems come from Salt Lake City, Utah; Richmond, Virginia; and Seattle, Washington.

*School-community relations in Seattle*²—The Seattle Association of Classroom Teachers recently sponsored a series of dinners at which representatives of various professions and industries were guests and speakers. This series was so planned that teachers might come in contact with certain phases of the life of the community, and that members of important industries might know the purposes and personnel of the schools. This same organization maintains a speakers' bureau as a further link between school and community. Also, the Seattle Principals Association has sponsored several studies in the field of school-community relations.

*In-service training in Salt Lake City*³—In 1940 the Salt Lake City Teachers Association launched an in-service training program designed to aid teachers in the modification of instructional practices. Following an expression by the membership of an interest in such a program, the executive committee of the teachers association discussed the possibilities with the superintendent, assistant superintendents, and various supervisors. After a careful study it was decided to initiate a program covering a period of three years and to invite the supervisory staff to provide the instructional leadership. A meeting of supervisors was called and the plan disclosed. An enthusiastic endorsement was given to the proposed project and a desire for wholehearted cooperation was unanimously expressed.

During the first year meetings were held once each week from 7:00 to 8:15 P.M. at one of the high schools and continued from

² Based on an account supplied by W. Virgil Smith, assistant superintendent in charge of instruction and curriculum, Seattle, Washington, public schools.

³ Based on an account supplied by Ernest M. Hanson, assistant superintendent in charge of high schools, Salt Lake City, Utah.

October thru April. The attendance was entirely voluntary. Approximately three hundred teachers attended regularly thruout the course during 1940-41, and approximately five hundred attended a portion of or all the sessions. Credit was given by the University of Utah to those who wished to register for the series for credit and who satisfied the usual requirements. The first nine meetings were devoted to a discussion of general aims and objectives of education. This series of lectures was followed by nine similar types of discussions on the physical, mental, and emotional development of the child. For the third section of the program the teachers were divided into study groups according to the grade level in which they were teaching. Under the direction of the primary-grade supervisor and the two assistant superintendents the groups were organized according to the needs of the teachers as expressed by those enrolled. A teacher was invited to take charge of each of the eight discussion groups. Emphasis was placed upon the broader aspects of public-school organization, administration, and instruction with the view to making specific recommendation for improvement of practices in the Salt Lake City public schools.

The first year's program laid a foundation of philosophy and broad general principles upon which was built a concrete practical program for the second year. The first step in 1941-42 was to prepare a statement of philosophy which could be used as a basis for curriculum revision. All teachers, principals, and supervisors contributed to the building of this statement. Suggestions from each building were presented to a special committee. From a tabulation of these suggestions a list of thirteen objectives was formulated and agreed upon by the committee. After the objectives were studied by all the teachers and administrators for final approval, teachers divided into study groups of their own choice. Thirteen sections were formed, chiefly in subjectmatter areas but also around general problems such as guidance and personality development. A supervisor was in charge of each section with a group of teachers serving as an advisory committee.

DEMOCRATIC PROCEDURES IN RICHMOND

In March 1938 the Richmond, Virginia, Elementary Teachers Association instructed a committee to take into careful consideration the principles of democracy as they apply in education and to study such implications as might properly affect the Richmond school system. As a result of the committee's recommendation, the program for 1938-39 included the following objectives: increased teacher participation in school policies, and the promotion of frank and free discussion of professional issues. During this year the programs of the regular monthly meetings were conducted by members and included discussions of problems suggested by teachers. The topics were "Pupil Reports," "Standards for Promotion," and "Grade Placement."

The following year the association requested the superintendent of schools to appoint a committee with large teacher participation to plan a curriculum study program for the city of Richmond. In order that the association might better contribute to curriculum study in Richmond, members of the state department of education were invited to lead discussions at the regular meetings during 1939-40. A curriculum study committee was appointed for the system in the fall of 1940. In 1941-42 forum discussions at association meetings were again planned so as to give the organization an important part in the curriculum undertaking.

In 1940-41 the association, desiring to broaden the scope of its work, decided to sponsor four forum discussions, each led by a recognized authority in some field of education. These discussions were opened to members of the central office staff, principals, high-school teachers, teachers in private schools, and members of lay groups.

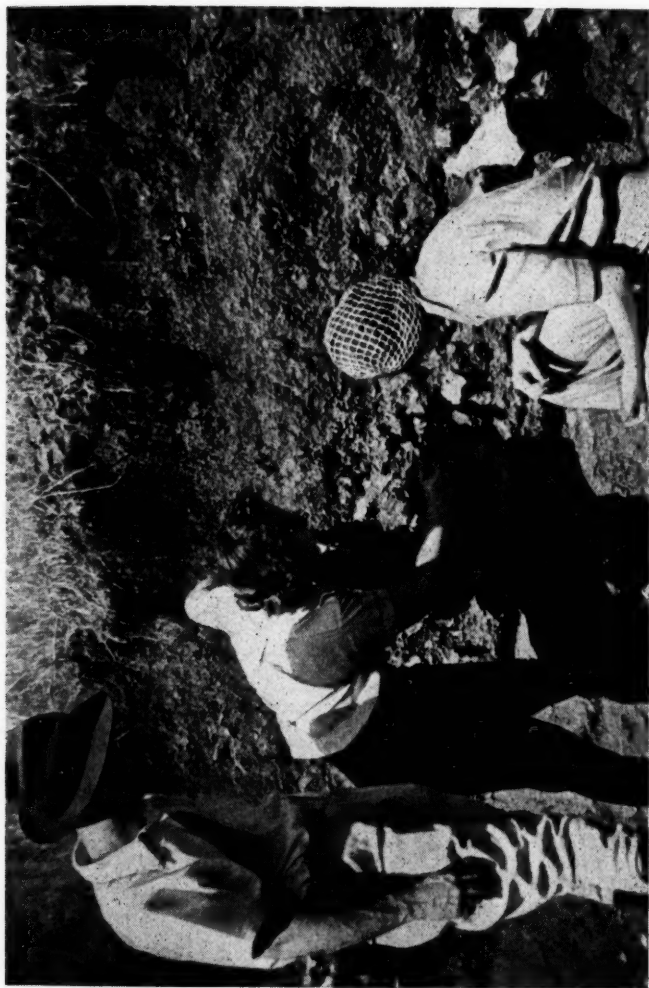
Because vital problems were discussed these three years, members of the Richmond Elementary Teachers Association feel that there has been growth along many lines. There has been a larger participation by members of the association in the regular meetings and an increased membership in the local, state, and national

organizations. The association has faced frankly and freely any and every issue pertaining to the teaching profession. Under all circumstances these discussions have been carried on in a fine professional manner. Each issue under discussion has been approached candidly with an objective attitude and never in bitterness and controversy. As a result of a discussion of "Modern Trends in Salary Schedules," the superintendent asked that a committee of teachers be appointed to work with him in formulating a single-salary schedule for Richmond, and such a plan was later adopted. Likewise, in response to the request of the association, a curriculum study committee was appointed in the fall of 1940.

LEADERSHIP AND TEACHERS ORGANIZATIONS

The foregoing accounts by no means represent an adequate sample of teachers organizations nor reveal the full possibilities of leadership from this source. They do, perhaps, suggest improvements that can be made in those teachers organizations whose memberships have failed to assume responsibility for attacking problems vital to educational progress in their cities.

At a time in our nation when democratic principles and procedures are of unparalleled importance, our hundreds of city teachers organizations have a real opportunity not only to justify their own existence but to exemplify to the entire educational force in their cities desirable leadership procedures. No organization can raise a valid objection to authoritarian administration or otherwise inadequate educational leadership until that organization has exerted its own full power to improve matters. Efforts toward improvement may well be of such types as described in this chapter. Whatever the type, study of such programs implies that the effort will be most effective if programs and activities are planned around group problems and purposes rather than incidental concerns of passing importance; and if discussions, study groups, workshops, or other types of activities are so organized as to enlist the best help available for meeting the needs of the group.



Getting Acquainted with Nature—And Each Other
Courtesy of Des Moines, Iowa, Public Schools

Chapter VI

SCHOOL SYSTEMS MOVE AHEAD

Leadership in citywide programs of curriculum study and planning has a choice of objectives: to produce courses of study which find their way to office and library shelves, or to produce varied materials which are actually and effectively used by teachers; to enforce uniform plans of instruction, or to stimulate, whether by printed materials or other means, teachers in the development of their own plans for improvement. Altho such purposes are not, it is recognized, mutually exclusive, there is real reason to believe that leaders in citywide curriculum programs have frequently confused curriculum production with curriculum improvement, or uniform practice with better practice.

The Yearbook Committee is conscious of a great deal of busy work and other misdirected activity in the realm of curriculum study and planning. It is hoped that Chapter V may call attention to some of the types of practices which show those important possibilities of leadership which do exist in the vast amount of work currently, and for the past decade, devoted to education's greatest pastime—improving the curriculum. Consideration is given to illustrations from various cities showing unique or outstanding practices in approaching curriculum planning, in carrying on committee activity, and in organizing the program.

AN APPROACH TO CURRICULUM STUDY

Professional publications in the curriculum field have devoted a good many chapters and pages to the question of whether curriculum study should be based on study of pupils' needs or interests or capacities or all three; or on study of social aims or problems or functions or processes; or on analysis of subject-matter; or on some other procedure or combinations of these and other procedures. Teaching practice by and large is convincing evidence that as yet the more functional of these various proposals

remain in the theoretical stage. However, perhaps the outstanding contribution of the curriculum movement has been the wider recognition given by curriculum workers and teachers in general to the relatively more important relationship which exists between the curriculum and pupils than between the curriculum and subjects. In the beliefs, first, that any basic approach to curriculum planning must involve just such recognition and therefore a study of pupils, and second, that curriculum work in general has fallen down at this vital point, the author of Chapter VI presents here a description of one attempt to base curriculum planning on a cooperative study of pupil needs.

The initial step in the program of instructional improvement in progress in the secondary schools of Boulder, Colorado,¹ was a series of investigations undertaken to provide detailed information about the youth of the community. The first major study of pupil needs, an investigation concerning all pupils enrolled in the secondary schools, was completed in 1941. It provided comprehensive data about educational aptitudes, interests, achievements and plans; vocational abilities, interests, and selected vocations; and social-economic backgrounds of all the pupils enrolled in the Boulder junior and senior high schools during the school year 1939-40.² This investigation was made possible by the financial assistance from the Works Progress Administration which paid the salaries of several statisticians, typists, and general clerical workers. Responsibility for planning and supervising the project as well as for interpreting the data and writing the final reports rested upon the superintendent of schools and his designated assistants.³ Results of the pupil population study were subsequently studied by high-school teachers, the administrative

¹ The description of the Boulder, Colorado, program is based on an account prepared for the yearbook by G. Derwood Baker, superintendent of schools, and J. Lindley Stiles, director of instruction, Boulder public schools.

² This study was published in mimeographed form in three reports: (1) *The Pupil Population of Boulder High School, Grades 9-14, 1939-40*, (2) *The Pupil Population of Boulder High School, Grade 10 Only, 1940-41*, (3) *The Pupil Population of Boulder Junior High Schools, Grades 8-9, 1940-41*.

³ The project originated under the administration of Superintendent Virgil M. Rogers with Arthur E. Lawrence, director of vocational education, and C. Harold McCully, director of instruction, providing the supervisory assistance. Before its completion, G. Derwood Baker had succeeded Virgil Rogers as superintendent of schools and Lindley J. Stiles had followed Harold McCully as director of curriculum and guidance. Professor Robert A. Davis of the University of Colorado served as research consultant, and Ernestine Danielson, visiting teacher, Boulder public schools, administered the tests and questionnaire forms thruout the study.

staff, and interested laymen of the community. The information obtained about each individual pupil was put to work almost immediately for guidance purposes.

A second study concerned with the out-of-school activities of all pupils enrolled in the Boulder High School was undertaken in 1941-42. This study furnished information about social and civic participation, recreational activities, club membership, reading habits, movie attendance and preference, radio listening habits, hobbies, church membership and interest, and family recreational activities. This project, under the supervision of the director of curriculum with clerical assistance being provided by the Boulder Community Coordinating Council, was completed in the early part of 1942. Several groups, including the Boulder Recreation Commission, the parent-teacher associations, churches, and various youth organizations, in addition to the teaching staff of the secondary schools, used the results of this study as one means of discovering the needs and lacks of girls and boys of Boulder.

The third study of pupil needs, completed in the spring of 1942, was an extensive survey of pupils who graduated or withdrew from the Boulder Senior High School during a ten-year period. A questionnaire, prepared by a committee of junior and senior high-school teachers with the assistance of a number of experts in the technics of youth studies, was mailed to over eleven hundred ex-students whose addresses could easily be verified. Approximately four or five hundred responses were received. This investigation was planned to answer for teachers and civic leaders interested in analyzing the needs of youth such questions as the following: (1) How well do ex-pupils of Boulder High School make personal, social, and vocational adjustments? (2) What problems are these pupils now facing? (3) How did the school equip its pupils to solve their own problems after leaving school? (4) Which phases of the school program have proved most valuable to former students, and which have been of least value? (5) How did high-school teachers help these pupils solve their problems while they were enrolled in school? (6) Do graduates of Boulder High School feel they were adequately pre-

pared for civic responsibilities and do they assume such responsibilities? (7) To whom do these pupils go for advice about perplexing problems? (8) What cultural interests do graduates of Boulder High School pursue?

As information concerning the needs of adolescents in Boulder is being accumulated and organized for most effective use, secondary-school teachers are carrying forward an intensive program of curriculum study. Junior and senior high-school teachers met twice a month during 1941-42 to study together broad problems of curriculum organization and recent trends in high-school education. Teachers concentrated on the areas in which they felt they were inadequately prepared. For example, several teachers examined the wealth of ideas which are to be found in the reports of the schools participating in the Eight-Year Study of the Progressive Education Association; some worked on selected readings of materials concerning new methods in subjectmatter fields; others showed interest in the core curriculum movement; and a few have started to experiment with new methods and are reporting their progress to the others in the general meetings of the curriculum group.

VARIED PROBLEMS AND ACTIVITIES OF CURRICULUM STUDY GROUPS

Probably the most frequent, if not the typical, problem of curriculum study groups is the outlining of some course of study or other publication for citywide use and the most frequent activity, correspondingly, group discussion or individual writing of the projected publication. Typically, such activities take place during the school year in teachers' out-of-school time. Desirable tho work of this type may at times be, the intent here is to describe practices which depart from the usual. Brief reports of suggestive types of problems and activities are cited from several cities.

*Individual school curriculum planning, Oakland*⁴—Several

⁴ Based on information supplied by Bernice Baxter, coordinator of instruction, Oakland, California, public schools.

curriculum projects undertaken by one or more individual schools in Oakland, California, are illustrative of the type of curriculum work which flows *up from* rather than *down to* the individual school. For example, a language and dictionary study was carried on in 1941-42 by several elementary schools surrounding a particular junior high school. In this particular geographical area, children had more opportunities to read widely than in some parts of the city. Teachers of these schools considered the abilities and possible additional pursuits of their pupils and attempted to work out a language arts program which would be stimulating and challenging to these more able students. Each principal directed a particular study within his school and reported on the same to the group.

Earlier, one junior high-school principal was instrumental in stirring the interest of his social studies teachers in acquainting children with community resources and community activities. Speakers from the community were brought to the school and without any attempt to build a particularized offering teachers in this school had the opportunity to discover which phases of community life were of greatest interest to pupils. Out of this experimentation and thru the research activities of a capable senior high-school social studies teacher an outline was developed for a ninth-grade course entitled "Exploring Your Community." Interest in the proposed offering grew until in 1941-42 twelve schools had initiated the course for one or more ninth-grade classes.

In the senior high schools two or three years ago a few individuals were selected to develop a program which would orient students in their high-school work and would introduce them at the close of their high-school work to the step beyond. Each school was allowed complete freedom in its plan of procedure and encouraged to meet the needs of its particular students. In 1941-42 each senior high school had an ongoing orientation program and course entitled "Senior Problems." Handbooks, compilations of the best practices in all situations rather than courses

of study, were developed for the guidance of teachers responsible for this program.

The curriculum policy of the Oakland schools is summarized in the following statement by the coordinator of instruction:

It is the policy of this office to permit developments to evolve, guiding them along most promising lines. Teacher education rather than curriculum materials is the concern of our instructional program. Principals, teachers, and supervisors work together cooperatively, each making the contribution of which he is most capable. Committees serve for long or short periods as the need exists. The entire program is flexible and adaptable to current demands and current conditions.

*Cooperative study of science in Santa Monica*⁵—In 1939 a survey of the curriculum of the Santa Monica, California, junior high schools revealed a lack of science instruction commensurate with the importance of this field in modern life and also with the opportunities available for its study in the vicinity. Santa Monica is a coastal town surrounded by Los Angeles on two sides, the ocean on one side, and the relatively uninhabited Santa Monica mountains on the fourth side. Within the city itself, where irrigation is possible, the climate is adapted to many varieties of plant life. Mountains and beach offer an excellent geological laboratory. The beach also serves as an excellent workshop for the study of animal and plant life. However, the Santa Monica teachers were not prepared for science instruction, and the first step in curriculum improvement was considered to be that of helping teachers gain facility in the science area.

The problem of teacher education was approached thru securing the help of the Santa Monica Junior College. Each member of the college science department assumed responsibility for the preparation of two demonstration-lectures in each of the fields of biology, botany, zoology, chemistry, physiology, physics, astronomy, and geology. Lecturers selected simple, inexpensive equipment and chose concepts suited to adolescent needs and understanding. Complete mimeographed notes prepared for this

⁵ Adapted from an account prepared for the yearbook by M. Evan Morgan, curriculum counselor, Santa Monica, California, public schools.

series of lectures served as an excellent reference for the junior high-school and elementary-school instructors who attended.

One of the outstanding features of the series was its adaptation to natural surroundings. Trips to the chaparral, the shore at low-tide, the Santa Monica Pier, and the mountains gave firsthand information on plant and animal life and geological formations. A map of Santa Monica classifying the trees which had been grouped by streets proved invaluable and furnished material for study close to each elementary and junior high school. The junior-college instructors also helped in the preparation of sets of geological specimens and insect collections, and in the provision of equipment and supplies for simple experiments. Additional trips were taken as their need became apparent.

A byproduct of the course of lectures was suggested in statements by several junior-college instructors that the need of simplification and analysis resulted in improved teaching at the college level. Also, the excellent relationship already existing between different branches of the school system was strengthened. Following the initial study, the junior high-school instructors involved met biweekly to discuss next steps, successes, and failures as they undertook science instruction in their classroom.

*Professional courses to meet curriculum needs*⁶—Not all curriculum changes can be effected by committee discussion, workshop activities, or classroom experimentation. As indicated by the science study just described, there may be need for definite instruction of teachers who are to enrich their own program. Frequently, such need may be met by professional courses organized and taught by specialists in accordance with specific lacks of teachers. For example, in Seattle, Washington, professional courses, vital because they are based on definite teacher needs, are sponsored by the schools each year to help teachers effect curriculum improvements. Typical of such courses are the following ones offered in 1941-42: "Excursionial Geography,"

⁶ The statement regarding Seattle was supplied by W. Virgil Smith, assistant superintendent in charge of instruction and curriculum research, Seattle, Washington, public schools. That regarding Tacoma was supplied by Roosevelt Basler, director of curriculum, Tacoma, Washington, public schools.

which included actual excursions to enrich teacher background; "Arts Workshop," concerning instruction in technics and practical uses in the classroom; "Fall Migrant Birds," emphasizing the waterfowl of lakes in the vicinity; and "The United States in the Pacific of Today," a study of current political and economic problems of the region.

Similarly, in Tacoma, Washington, for a number of years various curriculum committees and the director of curriculum have assisted in making arrangements for short-term, professional credit courses. In each case, several authorities in the field concerned have been brought to Tacoma and have provided information and stimulation which assisted efforts to improve instruction. One such course held recently, "The Classroom Utilization of Information on the Physical Resources of the Pacific Northwest Region," enrolled more than one hundred Tacoma teachers and principals, was the source of much valuable information regarding the region in which they and their pupils live, and provided many helpful suggestions concerning the utilization of such information in the classroom.

Subsidization of workshop activities—As described in Chapter VII, a number of city-school systems have recently maintained workshops for teachers in these systems. Probably the more common practice, however, is that of subsidizing workshop groups, that is, of paying the expenses of teachers whose participation in a summer workshop is planned in accordance with particular curriculum projects under way in the system. For example, referring again to Tacoma, Washington, during the summer of 1941, three groups of three persons each were selected and sent to the University of Washington Curriculum Workshop. Tuition of these nine persons was paid by the Tacoma schools. Each group was charged with the responsibility of carrying forward production work in connection with a project which had emerged from the curriculum activities of the previous school year. These projects, all of them completed during the summer, were as follows:

1. The preparation of a comprehensive practical system of permanent cumulative records for use in Grades I to XII.

2. The development of a source book of suggestive units of work to be used in connection with the new elementary course of study, "Learning by Living."

3. The development of a one-year ninth-grade course of study on the state of Washington (to satisfy the new state requirement for instruction in Washington state history).

Many such projects have been carried on, however inadequately, by committee members elsewhere without compensation or other recognition. It would seem to be a first essential of leadership that special, necessary projects be undertaken under circumstances which would facilitate constructive work and permit adequate guidance and that some recognition be given to the parties responsible.

ORGANIZATION FOR CURRICULUM PLANNING

According to the point of view expressed in Chapter I, the organization for instructional improvement should be developed for each situation by reference to the needs of that situation rather than to some common pattern. To one who accepts this point of view as wholeheartedly as does the present writer, examination of the organizational patterns of curriculum work in many centers of greatest activity is discouraging. In the first place, these patterns evidence wide belief that a highly centralized plan can serve adequately the needs of a variety of local schools. In city after city one finds some central council or individual having, in the final analysis, major responsibility for passing upon the curriculum problems, and their solutions, of all schools. In the second place, the patterns indicate considerable trust in the efficacy of certain routine, mechanical procedures for solving problems that can be actually solved only in terms of widely varying individuals and situations. Define the aims, select the subjectmatter, and evaluate its learning—this is still the formula apparently accepted by many curriculum organizations, regardless of how elaborate the organizations or how great the amount of sugar coated on committee titles or course-of-study covers. More encouraging, however, are the several situations known about in which there is being made some genuine effort to organize democratically for assisting teach-

ers in solving their curriculum problems. A few such situations are described in this section.

*Emphasis on local units in Denver*⁷—Altho the Denver organizational pattern provides for a desirable coordination of curriculum experimentation and planning, the dominant unit is the individual building and within the building, the individual classroom. In the different schools committees on instruction, composed mainly of teachers, have been created. In the organization of these committees, an effort has been made to have represented the various interests and points of view of the total faculty. These representative groups, known as building committees on instruction, have met regularly to consider instructional problems in their respective buildings. These committees, thru recommendations submitted to faculties for discussion, acceptance, modification, or rejection, have been instrumental in assisting faculties in arriving at a unified approach to a study of their instructional programs. Teachers find these committees on instruction helpful in assisting them in the solution of many new problems which arise thru planning teaching units with pupils, other teachers, parents, and lay citizens.

A single faculty working together on its instructional program, defining common objectives, agreeing upon ways and means of evaluating processes and outcomes of teaching, exchanging teaching materials, and collaborating on resources for enriching pupil experiences, has created a need for closer coordination of effort among its members. To meet this expressed need a coordinator of instruction has been provided in each building, with some of the larger units having two or three part-time coordinators. As a rule, these coordinators teach at least half time and spend the remainder of the day in assisting teachers in finding materials, suggesting to certain teachers how their work may contribute to the work of other teachers, assisting in developing units of work, and assembling teaching materials. The job of the building coordinator has been evolved by the coordinators themselves, first as they carried

⁷ The description of the Denver organization was prepared for the yearbook by Gilbert S. Willey, director of instruction, Denver public schools.

out their functions separately in their own buildings and later as they met centrally to exchange information regarding practices which had proved effective in their various schools. During 1941-42 the work of the building coordinator became quite clearly defined, and subcommittees began a study of how certain central services of the school system might be used more effectively in individual schools. Certain schools have made instructional advances along one line; others have advanced along different lines. Central meetings of building coordinators make it possible for other schools to profit directly from what a single school finds promising. The building coordinator has become an important person in unifying the work of an entire faculty, working at all times in close touch with the principal's office and the building committee on instruction.

As building faculties gained experience in developing programs best suited to the life interests and needs of the pupils in attendance, there developed the desire and need for exchange of ideas among staff members from various buildings. Also, faculties frequently became involved in consideration of problems which were citywide in scope. To provide for this exchange of ideas, central committees on instruction were developed, one representing the junior high schools and one the senior high schools.⁸ Each central committee is composed of principals and classroom teachers, elected in most instances by the various faculties. These central committees on instruction give consideration to instructional policies of citywide significance for all junior high schools or all senior high schools. Curriculum committees wishing to acquaint all faculties with certain trends appear before the central committees to present certain points of view. Teacher representatives from buildings occasionally present experiences with curriculum practices, thus making it possible for all members present to profit from experiences in other schools. Surveys of school practices are frequently cleared thru these central committees.

⁸ There is also a central committee on instruction representing the elementary-school staffs of Denver which serves in a capacity similar to that described for junior and senior high schools. The present description deals only with instructional practices in the junior and senior high schools.

The central committees on instruction sometimes become concerned with problems which involve the entire school system. Such problems are referred to an executive board made up of three representatives chosen by each of the central committees on instruction, plus a representative from the central administrative staff, and three persons assisting in the central department of instruction. This executive board determines how problems of citywide significance may be attacked and gives general consideration to ways and means of assisting teachers in the improvement of their work. Another important function is that of coordinating the activities of the central committees on instruction.

Supplementing the work of the building committees on instruction, the central committees on instruction, and the executive board, is the assistance rendered by general supervisors and directors. Also, four people from the central offices have been designated as general program coordinators to work part of the time in the fifteen junior and senior high schools. Each program coordinator is responsible for meeting regularly with groups of teachers in three or four buildings and determining when the services and special competencies of the other three can be utilized in any one building. Thus over a period of time all four general coordinators will have assisted with the instructional programs in all the junior and senior high schools, the services of each being called upon when there is specific and genuine need. These coordinators are really resource persons assisting faculties in the general direction of their programs and bringing to any single faculty the breadth of view gained thru contacts with other buildings. In reality they become identified as members of the various faculties and are accepted as such by teachers. Frequent meetings of the program coordinators with the assistant superintendent in charge of secondary education serve as a clearing-house where all may become familiar with instructional trends in all buildings. At these meetings general agreement is reached regarding those phases of the program which should be encouraged for further development thruout the system. Considera-

tion is also given to the role which the coordinator should play in assisting teachers and faculties.

*Committee organization in Santa Barbara*⁹—Conventional curriculum committees are organized in terms of subjects and levels. An organization that appears to have more functional possibilities has been followed in Santa Barbara, California.

A thoro study of the skills program in Santa Barbara was initiated in 1938. Teachers set out to determine what skills are needed for living as children grow and develop. At the request of teachers, committees were formed to examine skill-development opportunities in the core program and to give concrete help in building power in the skills. Skills committees were formed in each of the following subjectmatter fields: language arts, arithmetic, physical education and health, music, and art. Each committee was composed of people representing a cross section of the school system, from kindergarten-primary thru the senior high-school levels. These committees studied hundreds of units that had been developed in the schools over a period of years. They examined these units, first, to determine what skills had been developed therein; next, what skills could be developed if the teacher were alert to every opportunity. After that, playground and out-of-school activities were studied to discover other skills that boys and girls need for daily living. Out of these data the skills program has been developed.

Since the Santa Barbara program is a developmental one, the committee decided to develop a skills program that would guide teachers in analyzing and determining child needs and offer help in fitting instruction to the needs of the children. Therefore, the skills as presented in this program are not developed according to grade levels but rather as developmental phases. Suppose a teacher wished to use the reading skills bulletin. First he would analyze his pupil's ability in reading skills, then turn to the bulletin on reading and there find help for the different levels of

⁹ Adapted from an account of Santa Barbara's educational program prepared for the yearbook by Curtis E. Warren, superintendent of schools, and Lillian A. Lamoreaux, director of curriculum and instruction, Santa Barbara, California, public schools.

skill development as represented by the individuals of his class. Thus he fits his skills program to the needs of the pupils.

Also of interest is the committee organization in the special-interest fields. The Santa Barbara curriculum in the secondary school is divided into two areas: core and special interest. The special-interests curriculum is designed to offer opportunities to every child to follow the lines of his own individual interests and specialized life needs. A special-interests committee was formed to study each specialized field. This committee first reviewed the general problem of core organization to see what was included in the core and what was not. After that, each member of the committee held a series of meetings with other teachers of the secondary schools, in his own special-interest field, to get suggestions from them regarding the content of the special interest in that given field. Out of these discussions the major plan evolved for the special-interests program.

An example of a special-interests committee at work is afforded by the Homemaking Committee. This committee began its work in 1939. The first year was spent by the members in stating their philosophy, in examining their field, and in evaluating their work to see how functional it was in presentday living. They reached the conclusion that their work was piecemeal rather than units of living. The second year a study was made to see what a junior high-school girl or boy does at home. As a result, the committee developed sequential areas of living which would help the junior high-school child understand and carry on home activities more effectively. Later, attention was turned to the senior high school.

The evaluating committee is a third type of committee organized on a functional basis. It, too, is composed of teachers from the primary grades thru the high school. This committee has listed all the activities that are carried on in the classroom and is attempting to build evaluation tools and technics to be used by pupils of different ages in analyzing their learning experiences.

*Toward democratic organization in Fort Worth*¹⁰—Even

¹⁰ The statement on Fort Worth is quoted from an account prepared for the yearbook by David Sellars, coordinator of instruction, Fort Worth, Texas, public schools.

more important than the early acceptance of the ideal of democratic leadership in the Fort Worth curriculum program has been the fact that as the program has proceeded the staff has succeeded in coming ever closer to the ideal. This closer approach can be illustrated concretely in two ways, the history of the title of the officer in charge of the program and the nature of the professional meetings which are held to further the program. The first title of the curriculum leader in Fort Worth was "director of curriculum and research." As the title indicated, the office called for a capable individual who would, to a considerable degree, furnish the ideas and materials which entered into the curriculum program and direct what was done with them. The next title of the curriculum leader was "coordinator of curriculum." This title reflected the feeling within the school system that the ideas, materials, and activities which make up the school curriculum come from within the teaching staff. To prevent too great confusion due to individual differences among the teaching staff a capable leader was needed to coordinate their ideas. The present title is "coordinator of instruction," and the leader is much closer to the actual teaching situation.

A change in the nature or character of professional meetings held in Fort Worth also reveals the closer approach of the staff to the ideal of democratic leadership in the curriculum program. In the beginning of the program, meetings were nearly always conducted by visiting consultants or by the staff officers. Later it became possible to have the best teachers in the system conduct such meetings. At the present time the usual plan of conducting professional meetings is to have thirty or forty teachers meet with the staff officers and develop the problem which has been agreed upon for the meeting thru the volunteer discussion of all persons present. This mention of the shift in character of professional meetings should not be interpreted as implying that contributions from outside consultants do not have their place in a curriculum program. The excellent services of recognized national leaders will continue to be used in Fort Worth, but a curriculum program cannot be called successful if it fails to develop those who

participate in it to the point that they are able to solve the majority of their own problems.

*Cooperating groups utilized in Kansas City*¹¹—In the Kansas City, Missouri, public schools the democratization of the administration has been attempted within the school system thru the establishment of cooperating groups. The Educational Council, for example, is composed of teacher representatives empowered by their associates to advise with the superintendent of schools on administrative matters. The All-City Student Council, composed of high-school students elected by their fellow pupils as building representatives, presents the students' point of view to the administration. An Administrative Advisory Committee, composed of a representation of the administrative and supervisory staff, considers and makes recommendations on school procedures and policies. Organizations outside of the schools, representing the community at large, also participate in the school administration thru their advisory or educational committees which meet frequently, if not regularly, with the administrative officers of the school district.

As a result of the presentation in this way of all points of view, it has become evident that revisions in the instructional program must be made, on a more or less continual basis, in order to meet more adequately the needs of the pupils and the expressed purposes of all groups for the school system as a whole. A representative committee has therefore been set up to evaluate the school program and make recommendations concerning it. Preliminary to evaluation, however, comes a statement of philosophy upon which the judging may be based. Accordingly the committee's first task is the formulation of such a set of basic principles as will set forth the aims and objectives of the entire program. Arrived at cooperatively, this philosophy will reflect the thinking of the entire personnel and will be suited to the evidenced needs of the school district. From it will evolve a revision of curriculum

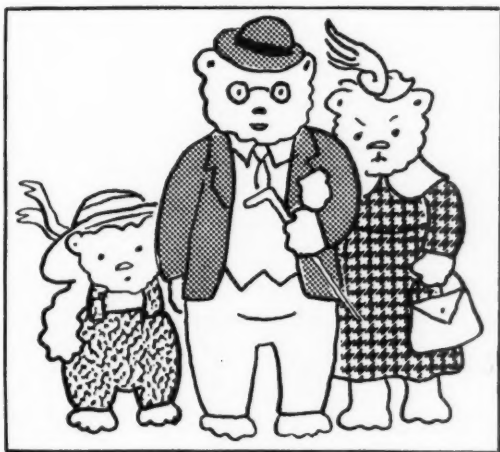
¹¹ Taken from a statement prepared for the yearbook by Herold C. Hunt, superintendent of schools, Kansas City, Missouri, public schools.

which will be founded on the philosophy and directed toward the accomplishment of recognized objectives.

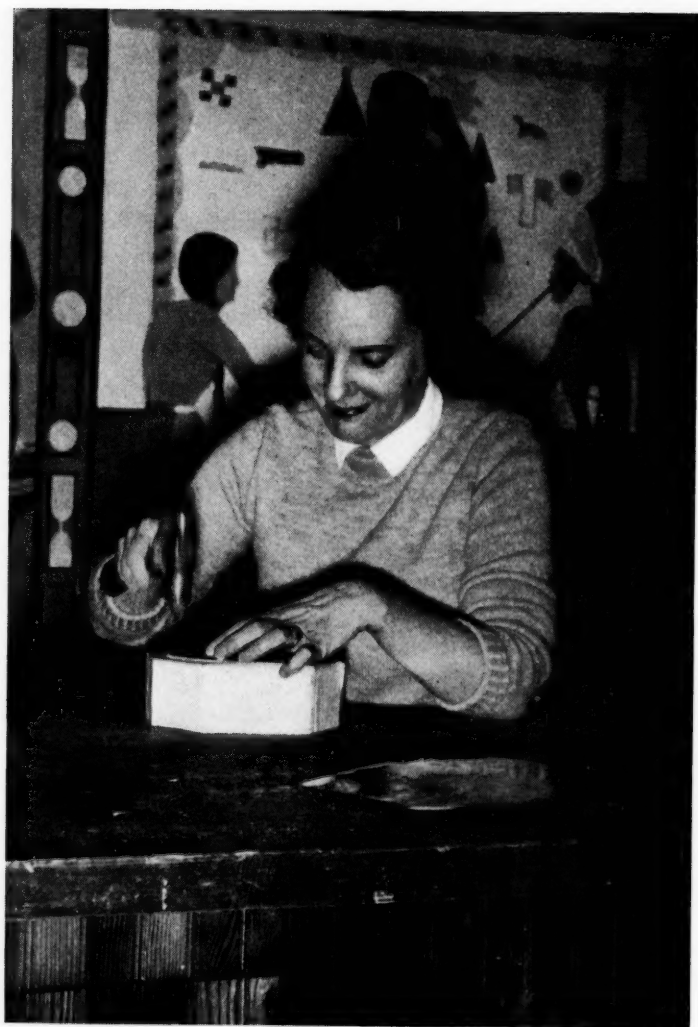
The program is one, therefore, of cooperative endeavor which necessitates leadership on the part of individuals since no substitute is presented, no model for copying offered. The outcome is thus an ever-changing curriculum based on the general objectives as set forth in the philosophy, with suggested areas for exploration which have been determined by the cooperating committee. From this point forward, however, the individual teacher is free to exercise his ingenuity, his creativeness, his ability at leadership.

Leadership That Won't Work

By Mother Goose



Gang Up Against 'Em



Workshops Provide Satisfying Experiences

Courtesy of Omaha, Nebraska, Public Schools

Chapter VII

NECESSITY DEVELOPS NOVEL APPROACHES

The concept of the supervisor as a leader of in-service education activities is, it is recognized, a radical departure from inspectorial visits and rating scales. To those who hold this more recent concept, however, and this is the point of view presented in Chapter I by the Yearbook Committee, probably the most encouraging trend revealed by citywide instructional programs is their frequent provision for one or more projects aiming directly at in-service education. Such programs of curriculum planning as are described in Chapter V have the education of teachers on the job as a major purpose. In addition to these programs, and the many activities they include, a variety of projects planned by instructional leaders, whether designated as "supervisors," "curriculum directors," or "directors of instruction" have the same purpose.

Examination of various such in-service education projects indicates that the following approaches have recently been used effectively: (1) workshops; (2) excursions; (3) study conferences; (4) clinical or experimental centers; and (5) planned observations. Brief analysis of these approaches may suggest their possibilities for instructional leadership. Later in the chapter, several specific projects utilizing one approach, or more, are described in some detail.

Workshops—Workshops have become so common since their introduction as a substitute for the usual summer-school program a few years ago that one suspects new labels are in some instances being placed on old bottles. Even so, the label has a distinctive appeal to those instructional leaders who would see teacher education approached on the same principle of purposeful activity as has for some years been accepted in elementary and, perhaps less frequently, high-school instruction. Essentially, the workshop in teacher education is an opportunity for teachers to learn to solve

their problems thru the best means that can be made available and without regard to conventional patterns of class procedure and organization. As such it has an important place in programs of instructional leadership.

As far as their relationship to in-service education in city-school systems is concerned, workshops may be developed in any of the following ways:

1. Extension classes for groups of teachers may be organized on a workshop basis. The Garden City, New York, workshop described later in this chapter is an example of this plan.

2. Small groups of teachers or individual teachers may be sent by their systems to summer workshops carried on by some institution or association, or teachers of their own accord may enrol in summer "workshops" rather than in summer "classes."

3. Supervisory programs may substitute for the usual group conferences more extended periods for study and other activity in a center designated as a "workshop." Such workshops, like those arranged for by any other procedure, may merely represent changes in the name given certain activities or they may involve an entirely new approach to the matter of helping teachers solve their problems.

4. Teachers organizations may sponsor and organize workshops for attacking various problems. The type of workshops sponsored by the Cincinnati, Ohio, Council for Childhood Education is included as an example.

5. The school system may organize a workshop for a group of teachers having some special interest or problem. For example, the Seattle, Washington, schools in 1940-41 sponsored an art workshop. Here a group of teachers from all grade levels and all subject fields developed facility in handling various materials and media such as plastics, wood, metals, paints, pencils, and linoleum.

6. The school system may sponsor a comprehensive workshop program, whether for a summer, a school year, or on a continuing basis, for teacher education. Examples of such programs are described in some detail in the accounts given in this chapter of the Omaha and Des Moines workshops.

Excursions—Reference was made in Chapter VI to excursions taken by Santa Monica, California, teachers in order to prepare themselves better for work in elementary science. Similarly, instructional leaders in several systems have organized excursions for teachers as a means of gaining more adequate understanding of various phases of community life. Excursions for effective in-

service education are characterized by (1) a realistic effort to overcome gaps in teachers' experiences, and (2) procedures which so utilize teacher planning as to illustrate procedures teachers may employ with their own pupils.

Illustrative of an excursions program is one carried forward in Cincinnati, Ohio, in 1940-41 thru the leadership of Fannie J. Ragland, director of upper elementary grades. Teachers and principals interested in studying vital aspects of life and work in Cincinnati formed a community study group. Committees were organized around phases of community life which might be studied effectively thru excursions. The committee on housing, for example, visited dwellings in the congested basin areas of the city; Laurel Homes, a federal housing project; and other housing projects conducted both by private industry and the Metropolitan Housing Authority. Other committees took excursions to key Cincinnati industries, to the markets of the city, and to public health agencies. Reports to the entire group were made by each committee.

Study conferences—The transition from the group supervisory conference, devoted to the supervisor's remarks, to the group study conference, devoted to discussion of their problems by teachers, illustrates well the trend toward democratic leadership. The study conference follows no one pattern nor is it in most cases *the* approach to in-service education. It is merely one phase of a rounded program of instructional leadership, a phase, however, essential to the success of any program.

Excerpts of a description of the group study plan followed in Macon, Georgia,¹ suggest some features frequently present in study conferences:

The compelling idea (of the group study plan) was that the improved and more vital meeting should be based on democratic principles; should be of and by teachers rather than for teachers. A meeting was envisioned in which problems common to all members of the group should be attacked cooperatively; an informal gathering in which teachers with special interests or problems should be free

¹ Prepared for the yearbook by Margaret S. Ferrill, elementary supervisor, Macon, Georgia, public schools.

to give due consideration to such special interests or problems; that thru such teacher participation and responsibility, qualities of leadership would be manifested and developed; that latent talents would burgeon, perhaps even flourish; that a feeling of comradeship would bind the members of the group in closer ties. The courageous hope was indulged that the participators in such meetings would be stimulated and challenged to further usefulness and would find a greater joy in service.

Both teachers and supervisors assume leadership in the group study plan. Most of the ground work is done by the supervisors of instruction, but many teachers as group or committee chairmen, or as teachers with special talents, assume leadership in some phase of the work, and take an active part in planning and carrying out the educational program. The supervisors suggest helpful references to be read and are on call at any time for conference with individuals, groups, or committees wishing help on a special problem or phase of work. The secretaries' reports of group meetings reveal the fact that some committee meetings are held in the homes of teachers where discussion is carried on over a cup of tea; others are held in a teacher's classroom in order that she may explain or display work that could not be carried easily to the supervisor's office.

Thruout the year's work, some of the freedoms exercised are freedom of choice in selection of leaders, freedom to suggest problems for study, freedom to work on special interests, freedom to follow desired lines of suggested readings, or to add helpful readings to lists given by supervisors, freedom of expression in group or general meeting, freedom to give constructive criticism.

While no phenomenal success of the plan is claimed, the feeling is that it has resulted in decided growth in teachers. Some passive listeners have become active contributors in discussions. Other teachers have become leaders in making helpful evaluations or in giving suggestions for better ways of accomplishing desired ends. There is a better understanding among teachers and a keener recognition and appreciation of worth and achievement.

Clinical or experimental centers—The use of selected schools or classrooms for experimentation or demonstration has perhaps become most common in connection with various curriculum programs. The plan has a particular relationship to in-service education in that when effectively operated it provides, first, for the growth of those primarily responsible, and, second, for the stimulation of those other teachers who observe practices carried on in the "centers." Altho no description of a specific plan of this

type is presented in this chapter, the following essentials may be noted: (1) definition of an instructional problem of concern to a considerable number of teachers; (2) identification of a "center," a school or classroom, in which necessary facilities and especially competent and interested teachers are available for study of the problem; (3) provision of adequate opportunity for carrying forward the study, for other interested teachers to learn about what is done, and for evaluating, interpreting, and implementing all findings.

Planned observations—Arrangements for visitation of other teachers are conventional features of the supervisory program. It is doubtful, however, whether such usual arrangements as the provision of visiting days for any voluntary visiting which teachers may do on their own initiative or as special invitations to visit culminating activities of various types of projects make any significant contribution to in-service education. Creative leadership arranges for observations at which teachers observe practices in which they need help rather than just those which the teachers in charge wish to show. Such observations are a phase of a planned program of in-service education rather than incidental events having little or no relationship to anything which, from the observers' standpoint, has come before or goes on afterward. Later sections of this chapter present descriptions of planned programs of observation developed in La Porte, Indiana, and Denver, Colorado.

WORKSHOPS FOR EXTENSION CLASSES IN GARDEN CITY

The nature of the Garden City workshop in 1940-41 is revealed by one of the participants as follows:²

Any number of new experiences were offered to me at the workshop. I decided upon electricity. Did the instructor laboriously read to me about electricity while I looked blandly out of the window? Indeed not. I learned to do the mysteries of wiring electricity by doing. For my medium, I chose to make a traffic light which I planned to wire myself. This was my first experience with electricity, and I didn't dream that I could in a thousand years split a few wires,

² Adapted from materials contributed by Lucile Allard, primary supervisor, Garden City, New York, public schools.

afix them to screws, join them to sockets and cause the lights to go on and off; but the instructor assured me that I definitely *could* do it—if I really *wanted* to. In two sessions I completed a wooden frame resembling a traffic light and then came the wiring! I brought screws, wires, sockets, and began. I was so anxious to get it all wired that I'm sure I have never worked so feverishly at anything in my life—I worked all afternoon (we had an afternoon session, adjourned for dinner, had a short informal discussion and then an evening session) and wasn't quite finished when the clock (the backbone of formal education) warned me that it was almost time for dinner. . . . With trembling hands I finally plugged it in the socket and turned the first light—it went on, so did the second and the third! For fully ten minutes I just snapped the lights on and off, transfixed. I had never thought it possible that I could accomplish such a thing, and I had. I'd missed dinner, but I hadn't missed one of the outstanding thrills of my life—achievement.

The Garden City workshop in which this kindergarten teacher learned to wire electricity was begun in the fall of 1940 as a substitute for university extension courses. At the request of Garden City teachers, New York University agreed to offer graduate credit for a workshop to be held in Garden City. The first venture, the Elementary Education Workshop, under the leadership of Alice Keliher, professor of education at New York University, met at Stratford Avenue School on Wednesdays from four-thirty until nine o'clock, or even ten, during the school year 1940-41. The second workshop, "Psychology Applied to Human Development," under the leadership of J. Wayne Wrightstone, of the Bureau of Reference, Research, and Statistics, New York City Board of Education, met Mondays during the school year 1941-42.

The program from four to six o'clock in the afternoon consisted of discussion and planning or shop work, science laboratory, and library. For the informal supper hour, food was transported from the high-school cafeteria a mile away and served by the cafeteria's manager, who was also registered for the workshop. After supper there were motion pictures, committee meetings, dancing, or continuation of shop and art activities. Sometimes large discussion groups grew out of needs and plans of the group for the evening.

Workshop activities included such things as dipping candles at Christmas time, dancing the Conga, making marimbas of red wood, painting with water colors and with finger paint, making bookcases and metal dishes, and Christmas presents for friends and children. There was clay modeling, rug weaving, wood carving, and choral speaking. Committees prepared a selected bibliography of children's books on democracy or worked with the librarian on special problems. One group prepared an article for *Progressive Education*.

One principal's evaluation of the workshop indicated that it was truly functional in her case:

I decided I would try to learn something about water color. The art teacher, Addie Adorno, gave us some instruction about how to go about it. I finished the picture at home and I liked it so much that we framed it. In all my spare time during the remainder of the school year, I did water colors. The art teacher in my school did not laugh at my attempts; she encouraged me. Finally she suggested that I ought to work in oil, and when school was out in June I took some oil cloth from my pantry shelf and my husband told me how to mix oils. I went to work. When my yellow roses looked like roses, I was so thrilled I was positively ill. By the time school opened in the fall I had twenty-six oils and my husband had made two water colors and one oil. What more could be said for the workshop? Who knows what might have happened if my teacher training had been of the workshop variety?

These workshop experiments had no financial resources except tuition fees to cover the instructors' salaries and expenses. The special assistants worked for free university credit or just for the experience. Several other workshops were initiated elsewhere in 1941-42 by those who visited the first Garden City group.

THE OMAHA TEACHERS' WORKSHOP

The Omaha Teachers' Workshop was the result of a studied recommendation of curriculum planning committees.³ Early in the development of the curriculum planning program in Omaha, it was agreed that teacher-curriculum committees were not to be

³ Adapted from an account prepared for the yearbook by A. J. Foy Cross, director of instruction, Omaha, Nebraska, public schools.

confined to the study and recommendation of possible alterations in instructional outlines. On the contrary, each committee was to be duty-bound to pursue any problem and attack any obstacle that stood in the way of the best possible school program of good growth experiences for Omaha boys and girls. Consequently, when repeated study of the problem of constant frustration of good curriculum plans led time and again to the lack of an adequate in-service education program for teachers, the committees began to look for ways of improving the facilities and plans for such training.

A study of in-service training technics brought forth the recommendation that Omaha teachers be given the opportunity to engage in a teachers' workshop. The committees' recommendations were for a workshop program which would extend thruout the school year. It was anticipated that from time to time relatively small groups of teachers might work together with certain "source" persons on common problems of their classrooms. It was thought, also, that the workshop plan might offer an excellent opportunity to gain individual and group help on individual problems.

While the program ultimately extended far outside the crafts and into all areas of classroom problems, the first attempt to carry out these recommendations resulted in a cooperative "woodshop" experience in which well-qualified and sympathetic high-school shop teachers helped elementary-school teachers learn how to make good use of the woodworking tools furnished for elementary-school classrooms. This experience indicated that certain desirable features of the workshop were lacking. Particularly conspicuous was the absence of opportunity to work on individual problems of teachers and the lack of opportunity for group work on a wide variety of interests outside the field of woodwork. The committees went to work again to discover technics of providing as many as possible of these additional desirable workshop features and to find a method of acquainting more teachers with the possibilities of the workshop.

Again there were recommendations which were destined to

bear fruit. The teachers' committees proposed to the teachers of Omaha a plan by which they might "explore the workshop idea" after the close of school in the spring. Guided by the response of the teachers to a brief questionnaire, the committees arranged a two weeks' workshop period in which nearly all the technics used by successful workshops might be explored.

The assistance of an expert in this type of educational procedure was secured for the first two weeks after the close of the regular school year, 1940-41. Anticipating the hot summer afternoons, air-conditioned rooms were provided. One room large enough to hold comfortably an assembly of all the workshopppers was equipped with lounge furniture and a number of committee tables. This room was used for individual conferences, reading, other individual or quiet group work, or just resting. Next door to this lounge room, but separated by a sound-proof wall, was the crafts shop. The rooms provided for discussion-committees and interest-group meetings were classrooms, ordinary in every sense except that they were air-conditioned and equipped with moveable furniture. Two libraries were available, the main university library and a smaller workshop library. The workshopppers were assigned a delightful club room for their noon lunch hour.

A preliminary conference for prospective workshopppers, planned and conducted by members of the teachers' committee, was held one month prior to the close of the school year. At this meeting it was agreed that the goal of those engaging in this venture would be to explore and become acquainted with workshop technics. No one was to enrol in the workshop with any other expectation. This goal was reiterated in a general assembly on the first morning of the workshop period. Each teacher planning to attend the workshop was to decide upon and briefly outline at least one real teaching problem upon which he needed help. The statements of these problems became the basis of a preliminary tentative organization and appointment of the staff.

At the end of the first day of the workshop, all but two or three individuals found that they had common interest with ten or twelve other workshopppers in some general problem of the

LEADERSHIP AT WORK

school or classroom. Before the day was out these interest groups had accomplished preliminary organization and made tentative plans to meet the next day for discussion of their problems.

From the second morning on, a typical day in the workshop looked something like this:

- | | |
|-------------|---|
| 8:00 | General assembly for group-evaluation of progress |
| 8:30-11:45 | Scheduled meetings of certain "interest groups," individual conferences with staff members, small group conferences, work in the craft shop, excursions, committee meetings |
| 11:45- 1:15 | Noon lunch in the club room—community singing, stunts, relaxation |
| 1:15- 2:45 | Program of the morning continued with larger numbers participating in the craft shop |
| 2:45- 4:30 | Evaluation meeting—staff members and ten or twelve representative workshopppers meeting to evaluate progress and plan for the next day |
| Evening | Informal get-togethers (One evening was devoted to an informal dinner, a speech, and the radio version of a championship prize fight.) |

At the conclusion of this short-term workshop, plans were launched by a new workshop committee selected by the workshopppers themselves, to carry on during the next year this way of working on teaching problems. In order to determine the reaction of individuals in the workshop to specific problems which might arise in an evaluation for future planning, this committee asked each workshopper to fill out and return a questionnaire.

"You have just had a unique experience," an introduction to the questionnaire said. "Now to help yourself 'make the most' of this experience and in order to pass on helpful information to fellow teachers who may want to engage in a similar venture you are invited to fill out the following questionnaire. For the same reason it is suggested that you make a short summary statement concerning your immediate reaction to this summer's shop."

Based upon their experiences in the summer workshop and guided by reactions reported on the questionnaire, the workshop committee of teachers set about to plan a teachers' workshop that

would, as the original committee had recommended, "extend thruout the school year." Plans were carefully laid and in September the committee was ready with a program and all the facilities to start a continuous teachers' workshop.

"C-A-L-L-I-N-G A-L-L elementary- and secondary-school teachers who are interested in workshop," said the invitation which went during the third week of school to all teachers in the system. "A committee of elementary- and secondary-school teachers," it continued, "have arranged an organization meeting for all who might be interested in the Omaha workshop. This first meeting will be held in Dundee School auditorium, Tuesday, October 7, at 4:00 P.M. Experienced 'workshoppers' will be on hand to answer your questions."

In its invitation to all the teachers, the committee announced: "The committee has arranged so that those who desire to do so may register for this workshop with the University of Omaha and receive regular university credit. However, the workshop is open to all Omaha public-school teachers free of charge and those who do not wish to receive credit need not register with the university."

At this first meeting the committee presented, for the benefit of teachers who had not experienced workshop, an informative manual titled, *Getting Under Way in the Omaha Teachers' Workshop*. After general discussion of the plan the large group was broken up into smaller groups into each of which were guided a goodly number of teachers experienced in workshop ways. Each of the smaller groups talked further about what they wanted to "get out" of the workshop. The recommendations of each member were recorded by a temporary scribe who also became temporary representative of the group to present these recommendations at the workshop planning council which met the evening of that first day.

The planning council presented for general approval at the next workshop meeting the following announcement of a tentative schedule, subject to change whenever the group wished.

A. Tentative Schedule of Workshop Discussion Groups

Group I		Public Relations—Interpreting the Schools, Their Purpose and Procedures
4:00-6:00 P.M.	Main topic	
Wednesdays		
Group II		Democracy in the School—School Procedures Which Contribute to Democratic Living
4:00-6:00 P.M.	Main topic	
Mondays		
Group III		Curriculum Plans—1941 Model
4:00-6:00 P.M.	Main topic	
Mondays		
Group IV		
Etc.		

B. Schedule for "Crafts" Shop

(NOTE: Until further notice the crafts shop division of the workshop will be open from 4:00 to 8:00 on Mondays and Wednesdays. This schedule, of course, is subject to change by your committee. Watch the workshop bulletin board.)

"On the following dates (listed) someone who is capable of demonstrating and teaching the particular crafts listed will be present to help you. If you wish to work on any other craft that night, you may do so, but these special nights will be devoted primarily to instruction in the particular crafts listed. All meetings are held in the Crafts Room at Dundee School. If you are interested in any other form of handcraft consult any member of the workshop committee. . . ."

After the various workshop groups were under way it was discovered that individual members thought it desirable to meet once a month "to compare notes" and to hear an informal report of the work of each group. These meetings were dinner affairs with committee reports, talks by outside speakers, and other items of general interest.

INDUCTING NEW TEACHERS AND PRINCIPALS IN DENVER

While several devices are used for inducting new teachers in Denver, the plan for meetings of the probationers has some particularly unique features.⁴ Each year there is a series of carefully

⁴ Adapted from an account prepared for the yearbook by Helen R. Gumlick, supervisor of kindergarten and Grades I to III, Denver, Colorado, public schools.

planned meetings, attendance at which is required of all probationary teachers. The first meeting is held during the first or second week of school. Attendance at this meeting is limited to the probationary teachers, their principals, and the members of the different departments which provide aids for the new teachers. Following introduction of all present, the assistant superintendent in charge of elementary education elaborates upon places to go for various types of help and the variety of services that are available to the probationary teachers. This meeting is an ice-breaker, promoting rapport between the new teachers and those who have their professional growth at heart.

The number of other meetings varies—sometimes two or three a semester, sometimes more. The topics for discussion are usually selected by the assistant superintendent and the general supervisors from needs that have been apparent in their relationships with teachers and from suggestions made by teachers. These programs are provided, by rotation, by the principals and their staffs.

In 1941-42 four meetings of an hour each were held. The topics selected were "Teacher-Teacher Planning," "Teacher-Pupil Planning," "Pupil-Pupil Planning," and "Home and School Cooperation." In preparation for the first of these meetings, for example, the general supervisors suggested several buildings where teachers did good cooperative planning. The principals of two of these buildings were asked if they and their teachers would be interested in demonstrating at a probationary meeting. Both groups agreed. One was asked to plan for some activity for the primary grades; the other, for an activity for intermediate grades. Together each group decided that the principals would not participate in the probationary meeting; that four teachers would take part in each planning group; that the demonstration would be just as spontaneous as the planning periods which preceded the demonstration; that the primary group and intermediate group would have twenty minutes each, allowing twenty minutes for questions by the teachers observing.

In the building in which the primary teachers worked, conferences of teachers are held at the end of each six weeks' period before progress reports are sent into the homes. At this time, what has been done the preceding six weeks is reviewed and plans formulated for further adaptation of the school program for the following six weeks. As the probationary meeting about coincided with the second six weeks' report period, a demonstration of this planning conference was presented.

In the building whose intermediate teachers were to demonstrate, plans were under way for a building Christmas program based upon the current work of the different rooms. A teacher had already been selected by her co-workers as chairman and teachers and pupils had decided upon the part they could contribute. At the demonstration the chairman with the social science teacher and two homeroom teachers reported upon what their groups had done and in the course of the discussion made various changes in previous plans and decided upon further steps.

The induction of new principals is also considered an important responsibility of leadership in Denver. In the fall of 1941, plans were made for a series of demonstrations of instruction for the eleven principals who had been appointed during the years 1940-41 and 1941-42. Four demonstrations on the primary level and four on the intermediate level were arranged. The demonstrations were given by teachers in the buildings of the new principals; there was as little change in the regular classroom atmosphere and activities as possible. The demonstration itself took thirty minutes and then the principals and the general supervisors and the assistant superintendent in charge of elementary education met immediately to discuss vital issues in the demonstration. In preparation for a demonstration, the supervisor in charge consults with the principal as to the teacher to do the demonstrating. Then, really in order to help the inexperienced principal plan his own supervisory activities, the supervisor and principal observe the teacher with her groups, discuss her activities with the teacher, and help her make plans for the best use of the half-hour of observation.

PLANNED OBSERVATIONS IN LA PORTE, INDIANA

A program of in-service education thru planned observations for all members of the administrative and supervisory staff is an interesting contribution from La Porte, Indiana.⁵ Here monthly meetings of the superintendent, principals, and supervisors have for some time been devoted to the in-service education of these persons.

In the spring of 1941, a junior high-school principal who had been giving part of his time to one elementary school expressed a desire to see the whole school system in action. He had started his teaching career as a high-school teacher, had been promoted to the principalship of the junior high school, and had done some work in an elementary school as part-time principal during an emergency. When he expressed this desire, the entire group joined him in a request that some plan be worked out for such a study.

With the aid of the superintendent of schools, it was arranged for principals of the elementary schools to have a substitute in their buildings one afternoon per month. On this afternoon all members of the supervisory and administrative group visit a school building to observe the teaching for the entire afternoon. Previously, the principal of the building, the teachers, and the general supervisor plan for the observation. They decide on the kind of program they will carry out and make an outline for use as a guide to the observers.

The programs have been of different character each time since the plan was started. The first meeting was in an elementary school where the teachers attempted to demonstrate an integrated program of work. The visitors began their observation in the kindergarten where they saw science, language training, speech improvement, social adjustment, and reading readiness all being attacked in a single activity. The outline for observation stated the objectives of the kindergarten program and suggested special points for the observers to watch.

The same type of observation went on thruout the building in

⁵ Adapted from an account prepared for the yearbook by Leila Armstrong, supervisor of elementary education, La Porte, Indiana, public schools.

all the grades. In every case the teacher, principal, and supervisor had planned the observers' outlines so that they had specific things to observe. The day was ended with an all-school assembly in which the children held their Red Cross meeting and discussed the things they were doing and the things they planned to do.

Following the assembly, the teachers and the observers had tea together; this was followed by an informal discussion of the work of the afternoon. Stress was laid on the fact that observers had come to the school *to learn* and not to criticize. This brought about a free and easy atmosphere. The teachers were stimulated because they felt that they were contributing to the education of the group. The teachers were also helped by the favorable comments the observers made concerning their work. Altho the program was planned for the benefit of the observers, it was equally helpful to the teachers.

In other observations, special subjects such as reading, science, and arithmetic have been studied. In each case the observers' outlines were carefully made, the teachers were conscious of what was being studied, and the roundtable discussion by teachers and observers was held following the observation. One meeting was held at the junior high school to observe the language arts program there. Thus it is attempted to gain a better understanding of the problems of teachers on all levels, and a closer feeling between teachers and members of the administrative and supervisory staff.

THE DES MOINES PROGRAM OF IN-SERVICE EDUCATION

In Des Moines, Iowa, a comprehensive program of in-service education has been developed as a cooperative undertaking of the staffs of the Des Moines public schools and the Drake University College of Education.⁶ Because of its many suggestions for instructional leadership elsewhere, this program is described in some detail in this section.

⁶ This account was prepared for the yearbook by Hazel Weakley and Leigh Baker of Drake University, and Genevieve Anderson, Lorrain Watters, Clifford Schropp, and others of the Des Moines public-school staff.

Planning a program of growth—From within the teacher group came the request for activities that would provide for growth thruout the school year. It was believed that the values derived by many from summer session attendance needed to be supplemented by a wider in-service program available to all members of the staff. Shortly after school opened in September 1939 the superintendent met the nine hundred teachers of Des Moines and discussed with them the opportunities offered by participation in some type of in-service study. Following his presentation he asked all teachers to meet in smaller groups to discuss the following questions, as well as any problem of their education with which they were concerned: "Would it be desirable to organize a central planning committee whose responsibility it would be to guide the study of teacher education?" "If such a committee should be deemed desirable, how should it be constituted?" Each group was asked to submit a written statement of decisions reached. The discussion in each of the thirty-five groups into which the total teaching staff divided itself was led by co-chairmen, one from the elementary and one from the secondary level. In each group were included elementary and secondary teachers as well as teachers representing special fields of interest. When the reports submitted by these groups were summarized, it was found that there was unanimous agreement in the recommendation of a planning committee but that there were great variations in the responses to the other questions. The superintendent turned these data over to the executive committee of the Des Moines Teachers Association which, after careful consideration, made specific recommendations as to the formation of such a planning committee. It recommended that this committee consist of ten secondary classroom teachers, ten elementary classroom teachers, one secondary-school principal, one elementary-school principal, and one member of the administrative staff, and proposed a plan whereby each school should nominate members of its faculty for positions on this committee, the final selection to be made by an election committee chosen by the teachers for this specific purpose. Before the proposed plans were put into

operation they were submitted to the total teaching group for approval, comments, or criticisms.

The first task undertaken by this planning committee was that of developing plans for a summer workshop to be maintained by Des Moines teachers for themselves during the summer of 1940. The committee as a whole made some decisions concerning basic problems such as the housing of the workshop, tuition rates, luncheon charges, and regulations concerning membership. Subcommittees appointed by the chairman brought in recommendations concerning areas in which consultant help should be provided. As the planning committee worked on these problems, certain administrative duties in connection with the workshop were assigned by the superintendent to members of his staff, and these persons consistently consulted with the committee so that the workshop might provide the opportunities for study which Des Moines teachers desired.

The 1940 problems laboratory—Consultants for the 1940 problems laboratory were secured from the local staff, from Drake University, from two other school systems, and from outstanding institutions of higher learning thruout the United States. There were in attendance 136 participants working in the following areas: "Child Growth and Development"; "Philosophy of Education"; "Health Education"; "Subjectmatter Areas in General Education"; "Music"; "Home-School Relationship"; "Elementary Science"; "Social Studies"; "Administration"; and "Relieving Time Pressures." Six hours of graduate credit was allowed the participants by Drake University and the regulation tuition for six hours of work was charged.

The Evaluation Committee for the 1940 laboratory summarized the outcomes of the experience in the following classification of participants' responses to an inquiry as to helpful features of the laboratory:

1. *Freedom*

- Freedom to plan one's work as suited to his needs
- Accomplishment without strain
- Flexibility of time schedule

Informal procedure
Absence of strain and worry about "term papers"
Selections of areas in which to work
Activities that were an outlet to originality.

2. *Materials*

Materials on hand with which to work
Access to a complete library
Abundance of reference material
An opportunity to collect and make practical reference material for daily work that will be a self-help to children
Broad scope of opportunities offered.

3. *Staff*

Cooperation and desire to help on the part of the adviser
Consultants brought into small groups helpful
People from outside, brought in, also helpful
Visiting staff members.

4. *Groups and meetings*

Group discussion of common experiences
Contact of all grade levels
Teachers of one school system working on common problems
Excursions
Discussions on child growth and development
An opportunity to see our problems as others see them and as they affect others
The chance to hear students of junior-high age discuss home and school relations.

5. *Noon programs*

Interesting social experiences
Excellent food—noon hour.

6. *Personal and general*

Crafts, hobbies, and recreation—art studio
Opportunity to do work with others interested in same things
Opportunity to do work with others interested in different things
Opportunity to visit demonstration school
Opportunity to become more conscious of personality problems and their effects
Opportunity to do just what one wished without first thinking would the principal or superintendent approve

A chance to decide just what one did want to do when the opportunity was given to work on problems that would make the participant a better teacher

More time for individual work

Desire on part of planning committee to meet the requests and needs of participants

Opportunity to do professional reading

Opportunity to work in the shop

Opportunity to observe classes

Knowledge gained from classes and reading

Questionnaire method of evaluation—giving questionnaire before the last day.

7. *Spirit, atmosphere, and friendliness*

Friendly atmosphere with opportunity to enlarge acquaintance in an informal way

Spirit of cooperation and good fellowship

Stress placed on "balanced life"

No competitive grade system.

8. *Democracy*

Demonstration of how democratic living can go on in the classroom

Democratic way of going about work

Ideal working and studying conditions and opportunity to experiment in different fields

Opportunity to study matters pertaining directly to the work of the Des Moines schools.

Activities during 1940-41—The Planning Committee, pleased with the outcomes of the problems laboratory, considered that the needs of the group as a whole could not be met without setting up continuous study groups and individual and small group projects to be carried on thruout the year. At the first 1940-41 meeting of the Planning Committee, consideration was given to the continuation of the in-service program and also to some scheme whereby teachers' work might be lightened. It was finally decided to conduct a workshop from October 1940 until June 1941. Meetings were to be held twice each month at Roosevelt High School on the second and fourth Thursdays, from 4:15 to 9:00 P.M. Upon these occasions the Planning Committee, the Policies Council, all active curriculum committees, and any other teacher committees whose membership did not conflict with the

foregoing were to meet and transact their business. A subcommittee of five people was appointed to organize the workshop and get it in operation.

The first meeting was held in October, and the others followed regularly as scheduled until school closed in June. Teachers were automatically restricted to membership on one committee of major importance so that they might be protected against overwork. As stated, the committees, approximately thirty in number, met at 4:15 P.M. At 6:00 P.M. the operating staff of the school lunchroom served excellent dinners at a reasonable price. Not less than three hundred people attended these meals each time. A different group of teachers had responsibility for the dinner program each evening. The dinner ended at 7:15, and at 7:30 other committees met until 9:00 P.M. During this time recreational activities such as swimming, dancing, and games were in progress for those who did not have committee meetings.

Specialists in the various fields were brought to Des Moines to talk to the Thursday evening groups as a whole and to act as consultants in particular areas in which help was needed. Drake University participated most in the areas of supervision of student teaching. In September 1941 the directors of instruction of the Des Moines schools, the dean of the College of Education of Drake University, and the supervisors of student teaching at Drake met and planned a program of mutual growth for the student teachers and the cooperating teachers in the public schools. The entire group of students, teachers, and supervisors met twice each month on the Drake campus, and in the intervening weeks the teachers and supervisors met after dinner at the Thursday evening group meetings. Two hours of free tuition were allowed the members of this group by Drake University. These meetings were devoted to discussions and study of the problems involved in the local situation, as well as problems of student-teacher supervision in general.

The 1941 problems laboratory—The amount of stimulation received from the Thursday evening discussion groups seemed to

indicate that this type of procedure was well received and that the group wished to continue such activities during the summer of 1941. In February the Planning Committee again set the machinery in motion to make possible another summer of study and work for the Des Moines teachers on their home ground. It was decided to allow a few teachers from outside Des Moines to participate in this program. An attempt was made to improve on weaknesses observed in the former summer program. One hundred and thirty-three teachers and twenty-two consultants made up the group for this problems laboratory. The Evaluation Committee reported that the replies to questionnaires indicated much the same reaction as was expressed at the close of the workshop of the preceding summer.

Changes in the program for 1941-42—Altho the general plan of work developed in 1940-41 was again followed in 1941-42, a number of significant changes were made. For the year 1941-42 it was decided that no groups should meet for active work in any field in which courses were offered in the evening schools. The practice of holding all meetings at Roosevelt High School was discontinued, and meetings were held consecutively in all the secondary schools in the order in which the names of these schools were printed in the *Teachers' Directory*. The responsibility for each evening's program was placed in the hands of the teachers in the building at which the meeting was held. In 1941-42 recreation was being emphasized much more than in the previous year. Meetings of committees during the period from 7:30 to 9:00 P.M. were discouraged. However, committee meetings that would not be held at any other time were permitted to meet.

Attendance in 1941-42 remained excellent. During the period from 4:15 to 6:00 P.M., the number of persons attending was never less than approximately 325 and has run up to 400. Because of facilities it was necessary to place a limit of 300 on the dinner reservations and consequently that number has remained practically stationary. From 225 to 300 usually remained for the recreational period after dinner.

*Summary and evaluation of the program*⁷—A comprehensive overview of the two and one-half years of this program reveals that the following procedures were used and found practical for teacher development:

1. Group planning
2. Discussion groups
3. Summer workshops
4. Cooperative supervision of student teaching
5. Workshop technics in night meetings during winter
6. Cooperative summer school on campus.

The group planning, a slow process when carried out democratically as in the Des Moines situation, perhaps holds the best opportunity for growth. The thinking involved, the give and the take that was necessary, and the possibility to plan, execute, evaluate, and plan again as provided for over this long period of time was a source of real development for those participating.

The discussion groups made possible study in the various areas of interest, fact-finding, experimentation, evaluation of activities, and development of respect for individuals. The wise leadership of the Des Moines public-school administrative staff brought to fruition worthwhile reports from the various groups and encouraged large numbers of teachers to believe that they had worthwhile ideas that should be pooled with others' ideas and sifted out by groups for use by all.

The summer workshops gave the broadest procedure because of the concentration of consultant service, freedom to explore, personal enrichment, and the recognition of the contributions that individuals can make to group thinking. The experience of this living together gave real understanding of what life can be like in a democratic school situation.

Cooperative supervision of student teaching gave to the teachers engaged in this activity an opportunity to participate not only in a teacher-training program but to get a view of the wide educational sphere in which teachers must become concerned if there is to be an improvement in teaching staffs thruout the state.

⁷ This section is reproduced without modification from the statement prepared by the Des Moines contributors (see footnote 6).

Workshop technics in the Thursday night meetings during the winters provide for continued stimulation usually lost after the last glow of summer school has faded.

Plans for the cooperative course on the Drake campus for the summer of 1942 will make it possible to evaluate the leadership ability developed thru the above-mentioned procedures.

The use of these procedures has resulted in the following in the Des Moines schools:

1. Teachers who are alert to the problems facing education
2. Teachers who have broader interests themselves and therefore are able to set up better environments within their classroom
3. Teachers who can work together well because they respect each other's contributions
4. Teachers who see the program of teacher education as one in which they have a real part
5. Teachers who are eager for continuous improvement of themselves and their technics.

IMPLICATIONS FOR CITYWIDE INSTRUCTIONAL LEADERSHIP

Teacher education is the goal—The purposes of teacher education are so important and so frequently lost sight of in curriculum and instructional programs that it deserves special emphasis. Instructional leadership which does not have as a constant purpose that of extending teachers' interests and insights sooner or later reaches a point where improvement is barred by the lack of understanding between those who would lead and those who are not led.

No single approach is adequate—Critical reading of the descriptions of these various approaches to leadership suggests that in every case some desirable element was missing from the description if not from the program described. For example, what provision is made for the in-service education of those teachers who do not participate in the workshop? While teachers are being helped to extend their experiences with science, what about other neglected areas? When new principals and teachers are being helped to understand the practices of the system, what effort is made to secure the contribution these individuals can make to improving existing practices? Similarly, questions could be raised

about each approach which has been described. In justice to the contributors and their cities, note should be made that in many instances the questions could be answered satisfactorily by reference to other practices carried forward in these cities. The significant fact remains, however, that no one device, technic, or procedure will provide adequate assistance and stimulation in the multiplicity of school situations one finds in city-school systems. Leadership there must have varied plans, varied in terms of help given different individuals in any one year and in terms of problems attacked over a period of years. Effective leadership will so plan its services that there are no gaps and no overlappings. The program must be as flexible as it is comprehensive, as continuous as it is realistic.

A citywide program is desirable—The references in this book to citywide leadership emphasize the concept that the purpose of leadership is to serve individuals and individual schools rather than to install programs. This by no means should be interpreted to mean that citywide programs of instructional improvement are undesirable. Actually, as is indicated by some of the approaches described, effective help to individuals and individual schools comes best thru the coordination of effort. The important tasks of the instructional leader are, first, to discover in the schools those problems which are being attacked, those practices which are desirable, those needs which exist; and second, to assist individuals and individual schools in better attacking their problems, in learning of other desirable practices, in meeting their needs. Thus the leader is a coordinator who sees that common problems are solved thru the joint effort of all concerned. The citywide program, so developed, is not a plan imposed upon educational workers of the city but rather an aggregate of the plans developed by these persons and refined thru conference of those involved.

The expert is needed—The practices of citywide instructional leadership described have placed large emphasis on the role of teachers in planning, executing, and evaluating programs of instructional leadership. In some of these practices it is difficult to

designate a single individual as leader. Actually, many individuals lead, for many at one time or another contribute ideas which subsequently become a basis for group action. Nevertheless, such programs have an important place for the expert. There must be, first of all, *the expert in personal relationships*, the person who can deal wisely and effectively with many different teacher personalities. There must also be *the expert in administration*, the person who can assume responsibility for seeing that plans once formulated are carried to a successful conclusion with a minimum of confusion and a maximum of needed facilities. Further, there must be *the expert* who can render the consultative service needed *in attacking specific, specialized instructional problems*. Perhaps ideally, each person occupying a position of instructional leadership would be expert in all these respects. In the practical situation, the type and number of experts will depend on the resources of the system. An adequate educational program will provide all these forms of expertness in sufficient quantity to be available as needed by all instructional workers.

Chapter VIII

A STATE DEVELOPS LOCAL LEADERSHIP

Not so many years ago, state instructional leadership in respect to local school programs was interpreted as meaning the creation of a number of statewide curriculum committees, instigated by the state department of public instruction, and the subsequent construction and publication of courses of study by these groups, to be handed down to each local school administrator, who in turn was to distribute them among his teachers as the guide for their classroom procedures.

Altho the classroom teacher saw nothing of the machinery but the syllabus that was finally given her, leadership was implied in the process. State authorities had been careful to select key teachers for these curriculum committees, teachers who represented both the rural and the city schools. Furthermore, time and place as dominant factors in the determination of school practices were not played up, and the building of one common outline of content in such a field as eleventh-year English was accepted as a conceivable task that once completed would bring uniform enrichment to the lives of eleventh-grade youth regardless of the corner of the state in which they lived.

But fortunately not all state departments have permitted their leadership responsibilities to be wooed by the course-of-study concept of program building. Michigan has been one of those states that has sought to examine the educational process carefully enough to see what makes leadership tick and to provide for such leadership accordingly.

THE MICHIGAN CURRICULUM PROGRAM

In Michigan the superintendent of public instruction is legally vested with the responsibility of preparing a state course of study.¹ It was in part to fulfil this obligation that the present

¹ The authors are grateful to Leon S. Waskin, of the state department of public instruction, who so carefully prepared this first section of the story of Michigan's program.

program of curriculum revision was initiated in November 1935, but the responsibility was not interpreted in terms of fixed outlines of content. From the beginning it was intended that teachers would play a prominent role in curriculum reconstruction, that the program would be a cooperative one, and that there would be no attempt arbitrarily to impose a program upon the state. This point of view was clearly expressed as the program was first launched:

It may be asked: Does the department of public instruction seek to impose, by arbitrary and coercive measures, a given curriculum pattern upon the schools of the state? The answer is no. . . .

The tradition of local control of education is strong in Michigan. The advantages of such a tradition are obvious in a state where the social situation is as fluid as that of Michigan. Educational advances are made here and there, spontaneously, in different schools; changes in offerings, changes in content of subjects; improved methods of pupil guidance; better ways of dealing with individuals; better ways of effecting and clinching personality adjustments. These advances radiate outward from their sources, exerting influence on the practice of other schools more or less in proportion to their merit. In a state in which each school has freedom to adopt new practices, to reject, to adapt, and to modify according to its needs, there is the prospect of pooling together the experiences of a thousand schools for the benefit of all. There needs to be added a central agency to give coherence to the total pattern, to stimulate the exercise of local initiative and the release of local energy, to provide channels for the free exchange of experiences from school to school; to assist in the clarification of the goals of public education and means of reaching them more nearly; to help to sharpen a public awareness of what a school ought to be doing—these, then, become the proper functions of a department of public instruction.²

It is a truism in education that no program of curriculum development can hope to succeed unless that program has the sympathetic understanding of the teachers, supervisors, administrators, students, and parents who are to help put it into effect. The approved way to secure such understanding is thru a cooperative program of continuous curriculum revision which, ideally, would give every teacher an opportunity to make a con-

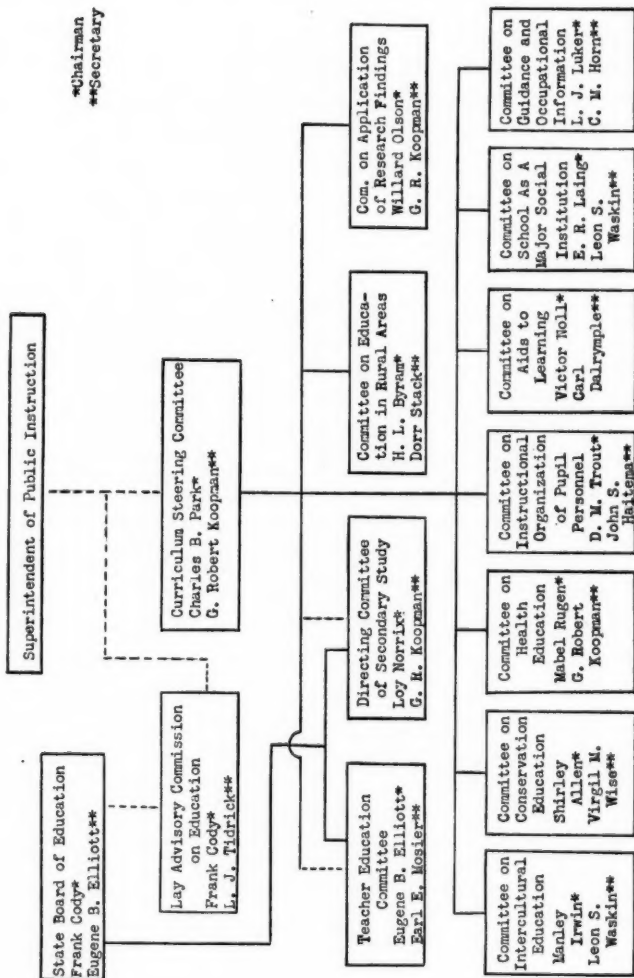
²*The Michigan Program of Curriculum Revision: Second Report of Progress.* Bulletin No. 305A. Lansing, Mich.: State Department of Public Instruction, 1937. p. 3-4.

tribution as well as provide for lay participation. It goes without saying that the patterns that are approved must still leave a place for pupil planning.

These assumptions are recognized as basic in the Michigan curriculum program, which has as one of its fundamental objectives the stimulation and development of local educational leadership. Among the principal avenues utilized by the state department of public instruction for the achievement of this purpose are (1) state committees of the Michigan curriculum program, (2) the annual state curriculum conference, (3) teacher institutes, (4) child development centers, (5) county demonstration areas, (6) county schoolboard members' meetings, (7) administrative conferences, (8) statewide studies, and (9) the orientation of the department of public instruction itself. While no exhaustive account of any of these activities is possible here, the use made of each of these channels for purposes of leadership development will be described.

The basic purpose of the Michigan program was conceived as that of giving assistance to all those engaged in rethinking the role of the school in a democratic social order and in planning the experiences, activities, and services thru which the aims of the school could be realized more completely. It was assumed that the curriculum in each school system would be adapted to the needs of the community, that local resources would be utilized, and that curriculum construction would be a continuous process. It was explicitly stated that curriculum reconstruction would involve participation by a maximum number of teachers.

It will be noted in the description of this program that follows, that altho the steps of organization stand out on paper in a rather cold, schematic arrangement, this whole machinery has come into being for one purpose, namely, to help local communities to help themselves in school reorganization. State leadership from the beginning has been leadership that has sought to strengthen and encourage local action and self-direction. In a treatment of such a thing, to ignore the machinery in order to get to the more human elements of local action would be to



*Chairman
**Secretary

ignore the care that these state leaders have taken to assure the schools something more than superficial course-of-study building and mere busy work.

Organization of the Michigan program—The first organizational step was the appointment by the superintendent of public instruction of a Curriculum Steering Committee to help plan the program. This committee has become the principal coordinating agency of the program. On it are representatives of the teacher-training institutions, superintendents, county school commissioners, the department of public instruction, the two major foundations carrying on educational demonstrations in Michigan, an elementary teacher and a secondary teacher, the professional associations which deal most directly with elementary and secondary teachers, and the directors of the secondary and teacher education studies. Because of this wide representation and because thru the years it has been receiving much significant information about education in the state, the Curriculum Steering Committee has become an increasingly important agency for the refinement and coordination of new ideas and for the detection and discouragement of impractical projects, wishful thinking, and undesirable enthusiasms.

For more intensive study of certain general and common problems, a number of statewide committees have been appointed. The area covered by each is roughly indicated by the names of the committees (see Chart I). While the actual work of curriculum development is done primarily by teachers and agencies of local school districts, wherever needs of teachers become apparent one or another of these committees recommends directly to the Curriculum Steering Committee the organization or preparation of advisory materials to meet these needs. All members of these committees are appointed by the superintendent of public instruction. Care is taken to secure adequate representation of technical workers and specialists as well as of the various professional interests concerned. An innovation begun in the fall of 1941 was the appointment of the Committee on Application of

Research Findings, which has as one of its major objectives the servicing of the other statewide advisory and production committees.

Lay participation is provided principally thru the Lay Advisory Commission on Education altho there are also lay representatives on a number of the committees of the programs. This Commission consists of representatives of business, agriculture, labor, industry, professions, civic affairs, the press, and the home. There is a minority membership of professional educators. The Commission provides an opportunity for these various groups interested in education to meet together to discuss and perhaps reconcile what at times are apparently conflicting points of view. It plays an important role as an advisory group to the superintendent of public instruction. It also serves as an agency thru which the school program may be interpreted to the public and as a source of constructive and stimulating lay criticism of the efforts of professional workers in education.

Close contact is maintained with the directing committees of the two major studies in Michigan thru having representatives of the department of public instruction on these committees and thru having members of the staffs of these studies serve on many of the committees of the Michigan curriculum program as well as on the Curriculum Steering Committee.

CONTRIBUTIONS OF THE PROGRAM TO THE DEVELOPMENT OF LOCAL LEADERSHIP

Probably the most important contribution of the program to the development of local educational leadership lies in its very organization, an organization that both permits and encourages wide participation and that makes possible the utilization of the talents and energies of all seriously interested in the problems of education in Michigan. G. Robert Koopman, assistant superintendent in charge of the Office of Instruction and Educational Planning, who has been intimately associated with the Michigan Curriculum Program almost from its inception, recently estimated

that there were approximately four thousand persons involved in ways calling for greater contributions than that of merely following the suggestions made in one or another of the bulletins that have been produced by the many committees.

More specifically, it may be said that this program helps develop local leadership by:

1. Constantly emphasizing that curriculum reconstruction is primarily the task of the local school and its community.
2. Giving, thru its committees and projects, an opportunity to teachers, principals, supervisors, superintendents, county commissioners, college instructors, research workers, parents, and others to work together on common problems.
3. Providing a channel, thru the steering committee, for the review and refinement of creative ideas.
4. Encouraging the establishment of demonstration centers where teachers and others can have the chance to test the more promising approaches and technics.
5. Providing, thru publications and conferences, for the recognition of significant contributions made by individual workers, recognition that has psychological importance for the individual and at the same time makes possible the dissemination of worthwhile suggestions and procedures.

More or less closely associated with the work of these committees are a number of other activities, which directly foster and stimulate local leadership. Each of these activities will be described briefly.

ANNUAL STATE CONFERENCE ON CURRICULUM AND GUIDANCE

Since March 1938 the department has sponsored an annual one- or two-day conference on curriculum and guidance. This has not been planned as a general educational conference but as one that would assist teachers and administrators working on specific problems of the local or state program. In March 1941, forty-one program-building groups took part in this conference. A total of 1145 persons registered. The number of speeches at these meetings is reduced to a minimum, the major portion of the time being devoted to group discussion of problems and the exchange of information about ways of coping with them. The

resource persons working with each of the groups are individuals who have made outstanding contributions during the preceding year in the area of interest to the particular group. The wide range of interests represented is indicated by the problems with which these groups deal. The following, taken from the 1941 program, are typical:

1. Developing a more unified curriculum for three-, four-, and five-year-olds
2. Utilizing creative art activities for child development
3. Developing functional experiences in consumer education
4. Improving home and family life thru experiences in a community school curriculum
5. Utilizing pupil participation in the administration of the school
6. Building a community program thru social interpretation and lay participation
7. Introducing and evaluating forums and small discussion groups
8. Developing and utilizing individual records
9. Developing a program for selecting and guiding personnel of defense classes.

While new groups are added each year and others are dropped, most of the groups continue from year to year and many get together a number of times between annual meetings. Each conference is evaluated by the participants, and these appraisals are studied by the Planning Committee, which is appointed by the superintendent of public instruction.

TEACHERS INSTITUTES

One of the more interesting experiments in the development of local leadership is going on in connection with teachers institutes. By law each male teacher contributes yearly a dollar and each female teacher fifty cents for institute fees. This money goes in each county into a fund which is used to defray the expenses of institute meetings. Such institutes for teachers have been held in Michigan since 1846. For decades they have adhered to a single pattern: a convocation at which teachers could listen to one or more speakers discuss sundry matters which might or might not relate to the professional problems encountered daily by these teachers. The principal criticisms frequently made have been

that such institutes allow for little teacher participation either in the program itself or in its planning and appraisal and that:

The institute program is a thing apart from the instructional and supervisory program of the county instead of being planned as a working conference, an integral part of the total ongoing program. It is a program to which teachers come because they have to, with the hope that the speaker will be entertaining, perhaps inspirational, but by all means brief. It is extremely doubtful if the attendance of the teachers at the program brings about any appreciable improvement in terms of contributions to children thru improved teaching procedures.³

The problem of teachers institutes was made the object of study by several committees of the Michigan Curriculum Program and by county school commissioners, who usually are the ones designated by the superintendent of public instruction to conduct the institutes. As the result of the thinking of these committees and with the cooperation of many school commissioners, a new type of institute has been emerging in Michigan. Its characteristics have been summarized⁴ on page 148.

The reactions of both teachers and commissioners to the newer kind of institute have been increasingly favorable. The early skepticism is rapidly disappearing, and teachers who have had an opportunity to take a real part in the new type program often say they would not go back to the old type.

CHILD DEVELOPMENT CENTERS

An effective altho as yet not too widely spread technic for developing a professional attitude toward instructional problems is the establishment of child development centers. The formation of these has been encouraged in Michigan by the Joint Committee for Studies in Child Growth and Development, a committee of the state curriculum program. The primary purpose of these centers, which are either individual schools or all the schools of one school system, is to encourage the study of the implica-

³ *The County School Commissioner and the Instructional Program*. Bulletin No. 3019. Lansing, Mich.: Superintendent of Public Instruction, 1939. p. 8.

⁴ *Ibid.*, p. 8, 9. A typical program appears on p. 10-13.

<i>From</i>	<i>Toward</i>
Plans developed by one individual	Plans developed cooperatively by all concerned
A one-day general meeting	A series of group meetings planned for the year
The institute as a separate program	The institute conceived as an essential, integral part of the on-going supervisory program
Entertainment and general information	A program designed to meet the problems of teachers
One large group	Many groups arranged according to school levels, subject-matter divisions, interest in specific problems and topics—a working conference
Teachers sitting and listening	Extensive participation by teachers in the programs
Teacher attendance	Teachers, board members, and parents in attendance
One day	Two or more days with activities including visitation of schools, conferences with teachers, meetings for board members, citizens' conferences, meetings with school administrators
No utilization of teacher leadership	Utilization of teacher leadership to lead discussion groups, preside at meetings, give reports, take part in planning
Little utilization of available resources	Utilization of staff members of teachers colleges, University of Michigan, state department, and other agencies as consultants, school visitors, and resource persons
Speaker-audience situation only	Utilization of technics to get speakers closer to the audience, e.g., panel discussions, hearing boards, planned interviews, roundtables, and committee meetings.

tions of research in the field of child growth and development, to conduct experiments in the application of the research findings, and to share experiences with teachers in other schools in the area surrounding the center. The school serving as a center also makes available its professional library.

An unpublished tentative directory prepared by Alice Miel, former chairman of the joint committee, lists over twenty such centers in Michigan. Some of the fields in which teachers in these centers are conducting experiments are cumulative records, reports to parents, problems of classification and promotion, use of consultants, and democratic participation of children. The co-operation of the teacher-training institutions near the child development centers is also secured.

COUNTY DEMONSTRATION AREAS

Another type of activity for developing local leadership is the cooperative work of the department of public instruction with other agencies in certain counties designated as demonstration areas. While programs of this kind usually emphasize one aspect of education, the total community education program is soon involved. One such project in conservation education is now being started in three counties with the direct assistance of the Michigan Conservation Commission. Another is being planned in the area of safety education. The project in health education is in its third year of operation in Osceola and Sanilac Counties.

The health education project was initiated with the financial assistance (for a full-time consultant) of the Children's Fund of Michigan. Its primary purpose is to demonstrate how, thru utilization of local resources and community groups, the teaching of health to all age groups in predominantly rural areas may be improved.⁵

While state agencies have been involved in the planning, their function has remained one of stimulation and consultation. At present the program includes the schools, county health depart-

⁵ This is essentially the same purpose of the work of the Kellogg Foundation carried on in seven Michigan counties in recent years. However, in the demonstration programs in Sanilac and Osceola Counties, no financial assistance is given communities.

ments, welfare agencies, parents, and lay organizations. Planning meetings of representatives of all these groups are held at intervals. Teacher health committees, made up of representatives of clubs composed chiefly of teachers in one- and two-room schools, study under the leadership of the county school commissioner the health problems in their areas. A definite adult education program has been developed, and the county health department has been made an integral part of the community educational program. Alice Evans, the consultant made available by the Children's Fund, who paved the way for the project thru the extension classes she held in these counties, reports that after only two years the program is definitely moving of its own momentum.

From the state point of view, the principal advantage of projects of this kind is that they not only stimulate and develop educational leadership in the counties directly involved but also become laboratories from which other communities, as well as state agencies, may secure concrete, practical suggestions.

SCHOOLBOARD MEMBERS MEETINGS

Michigan has approximately 6400 school districts. Each of these districts has a board of at least three members. The principal contact maintained by the department of public instruction with this numerous lay group so closely associated with education is thru the biennial schoolboard members' meetings. These are held in each of Michigan's eighty-three counties and attendance ranges from twenty to three or four hundred, with an estimated average attendance of one hundred and twenty.

The chief purpose of these all-day meetings is to provide face to face consultant service to board members and to stress that the basic function of a schoolboard member is to help develop a better educational program. Usually two members of the department attend the meetings, one to handle administrative and the other instructional problems. Extensive use is made of the panel-discussion technic. A typical activity during 1941-42 has been the discussion and distribution of a mimeographed sheet, "Ten Things a Schoolboard Member Can Do To Improve Instruc-

tion." While no systematic evaluation of these meetings has been made, in general board members seem to regard them as helpful. One criticism is that boards from towns and cities are not as well represented at these meetings as they might be.

ADMINISTRATIVE CONFERENCES

As experience is piled on top of experience it becomes clearer that the crux of the matter of curriculum development is the quality of the teacher. It is not possible, however, for statewide agencies to deal directly with all phases of teacher growth. Hence the need becomes clearer for dynamic, cooperative, local administration concerned primarily with instruction and teacher growth. During the period 1937 to 1940, experimental attempts at administrative clinics or conferences have been made. Sixteen such attempts brought about a fairly clear understanding of the principles which should govern administrative conferences. The outcome of these exploratory efforts has resulted in the inclusion of the administrative conferences as a regular and continuing activity of the staff of the department of public instruction.

Administrative conferences are designed to disseminate information concerning the most recent developments in education, to examine the theory and practice of administration, and most important of all to help administrators solve the actual problems that are facing them. Two series of conferences are being conducted. One is an annual coverage of the state for the county school commissioners and the other a biennial coverage for the superintendents.

The length of the conference is a full day. The conference is planned by a local host and a representative of the department of public instruction. The team of conference leaders is usually two members of the department staff for the conference for commissioners, while the leaders for the conference for superintendents usually include representatives of (1) the staff of the department of public instruction, one from the Office of Administrative Services, and one from the Office of Instruction and Educational Planning; (2) the Office of Vocational Education;

(3) a teacher-educating institution; and (4) a federal agency operating a related program. The personnel of the team is finally selected in the light of the topics to be given most attention.

COOPERATIVE TEACHER EDUCATION STUDY

One of the two prominent study programs under way in the state as a part of this whole scheme of leadership is the one dealing with teacher education.⁶

The Michigan Cooperative Teacher Education Study is an intensive three-year statewide effort to improve practices in teacher education, both on the pre-service and on the in-service levels. It is officially sponsored by the Michigan State Board of Education with assistance from the state department of public instruction and the Commission on Teacher Education of the American Council on Education. The full-time staff consists of three persons—the coordinator, an assistant, and a secretary. A directing committee of ten, headed by the state superintendent of public instruction, was created by the state board as a policy-forming body.

This study is an adventure in cooperative technics designed to stimulate and to give service to the activities of local institutions and school systems toward improvement of their own programs of teacher education. Major efforts of the staff have included at least five types of activities, namely, conferences, committees, consultants, workshop, and publications.

Three major statewide conferences have been held and a fourth is in process of being set up. Each has been cooperatively planned and executed to encourage the widest possible participation and use of local leadership. Special planning committees composed of college and public-school administrators, supervisory staff members, and classroom teachers were created for each conference. These committees determined the purposes, plans, personnel, and procedures for each conference. They assisted in the choice of the leadership and consultants for carrying out the

⁶ Harvey L. Turner, former coordinator for the Teacher Education Study, has kindly helped the Yearbook Committee in preparing this statement of the study.

programs. They sat in with the selected leadership to formulate tentative issues for conference consideration. They helped the conference discussion group leaders determine the character of reports and desirable follow-up activities. Likewise, similar committees served during the conferences to modify tentative plans and procedures in the light of developments and expressed wishes of participants.

Thus, members of the preplanning committees, leaders for the discussion groups, planning committees at the conference, and participants in these meetings all shared in the purposing, procedures, and appraisal of the conferences. Also, in reporting back to their respective school systems and institutions, participants had opportunity to develop further their resourcefulness in local leadership. It has been interesting to observe that several instances of local conferences, planned and executed in similar fashion, have been held.

Continuing committees charged with specific responsibilities have likewise been used toward similar ends. A committee on evaluation has served not only to appraise the various activities of the state study but also as consultant to local school systems and collegiate institutions. Another committee is now in process of formulating a statement of teacher competencies. Still another is concerned with devising ways and means of encouraging recruitment of superior high-school graduates for the teaching profession. The work of all these committees is directed toward fullest possible utilization of local leadership. The committees attempt no imposition of patterns but seek to serve the needs of local leaders and to encourage in every way possible their contributions to the state program.

The use of consultants rather than platform performers has been encouraged. School or college staff members who are concerned with institutional problems have been provided, upon request, consultant services appropriate to their needs. Some of these consultants have been out-of-state recognized leaders in their field, others have been from the state but equally competent for the service needed. In some cases, members of the staff

have served as consultants to committees or whole staffs on their own problems. In all cases, consultants have been used to advise and assist local leaders with the solution of their own problems and programs.

During the summer of 1941 a four weeks' workshop on teacher education was sponsored in cooperation with the University of Michigan. Only persons engaged in programs of teacher education, either on the pre-service or the in-service levels, were admitted. College staff members, critic teachers, superintendents, supervisors, principals, county school commissioners, and teacher members of local committees concerned with problems of teacher growth participated in the workshop. They came with their own problems or interests. Staff members served as consultants and ample opportunities were provided for individual and group work on their own problems. A similar venture is being sponsored again for the summer of 1942.

Finally, publications have been utilized as aids to the development of local leadership. Bibliographies on the various aspects of teacher education have been prepared and circulated. The central office maintains a limited loan library of recent books, studies, bulletins, and other printed materials. Reports of all conferences have been mimeographed or printed and distributed. A monthly newsletter, entitled *Michigan Teacher Education Topics*, is widely distributed. This newsletter contains, for the most part, brief accounts of activities and innovations undertaken by various local groups, schools, and colleges. Thus have local leaders been served and stimulated toward more effective educational leadership.

MICHIGAN STUDY OF THE SECONDARY-SCHOOL CURRICULUM

Especially outstanding in this entire state undertaking is that part of the program that goes by the name of the Michigan Study of the Secondary-School Curriculum. The study is sponsored by the state board of education and financed by grants from foundations. A directing committee of eight schoolmen appointed by the state board of education formulate policies. Actively under

way since August 1937, and directed by J. Cecil Parker, the study for some time now has been coming to grips with the local problems of fifty-five secondary schools, which are known as the cooperating schools.

Staff members have aided each school faculty to study its student body, community, and curriculum, and to plan for the improvement of the existing program. They have then helped in the inauguration of modifications, in their development, and in the evaluation of procedures. The working relationships that have been maintained with these schools, as described later, reveal the constant concern for local leadership and the desire to see local schools lead themselves.⁷

The cooperating schools are Allegan, Ann Arbor, Bad Axe, Baldwin, Baraga, Battle Creek, Bessemer Township School, Big Rapids, Birmingham, Boyne City, Cadillac, Cassopolis, Coldwater, Cranbrook, Detroit Denby, Detroit Cass Technical, Detroit Northwestern, Detroit Eastern, Dowagiac, Durand, East Grand Rapids, Godwin Heights in Grand Rapids, Grand Blanc, Grosse Pointe, Gwinn, Hastings, Kalamazoo, Kellogg Consolidated in Augusta, Lakeview in Battle Creek, L'Anse, Mancelona, Marlette, Marshall, Marysville, Mason, Melvindale, Merritt, Middleville, Milford, New Baltimore, Newberry, North Muskegon, Pequaming, Pontiac, Portland, Quincy, Reading, Rockford, Saginaw Arthur Hill, Saginaw High School, Sault Ste. Marie, Wakefield, Weidman, and Ypsilanti.

Each school an entity—In all relationships with these cooperating schools, as well as with schools in general, the study has regarded each school and each community as an entity different in many respects from all others, and each has retained all existing local responsibility and opportunity for initiative and self-direction. Serving, assisting, stimulating, suggesting, and challenging are representative of the approach that the staff has maintained.

The representatives of the study, as they go out into the field,

⁷ The authors are grateful to J. Cecil Parker for his cooperation in supplying materials and information relative to this study, of which he is the director.

respect the personalities of every member of the school staff with which they are working at the moment and attempt to maintain confidence in the outcomes of local development of a community program of education. They pride themselves in respecting the principles of learning in their work.

The stated purposes of the study can be achieved only as a result of extensive learning on the part of the personnel of the schools. The more pertinent aspects of sound learning as applied here are: start where the members of the local school staff are; stimulate the development of goals, purposes, and a sense of direction; provide opportunities for participation in appropriate experiences for school staff members; and encourage, as well as assist, self-evaluation.

The typical methods of working with the schools are illustrated by these examples. In August 1941 the director and his associates conducted a seven-day working conference at Cranbrook School for Boys for one hundred teachers and administrators from thirty-one of the cooperating schools. The participants worked with each other and with staff members on problems and plans in their own schools. The planning, organization, and guidance of the conference were derived from and characterized by the purpose—to enable participants to describe to one another what methods and procedures are yielding promising results in various schools; to aid each other in the solution of both common and individual professional problems which will be encountered during the coming year; to evaluate descriptively and functionally various practices now in use; and to demonstrate thru participation and reflection ways of working together which could be used effectively both in sharing experiences with fellow educators and in leading high-school students.

Preschool conferences for teachers were held in twenty-two high schools cooperating in the Michigan Study of the Secondary-School Curriculum during the first week in September. The study assisted the schools in planning and conducting these conferences. Consultants, provided the schools by the study, spent from one to five days in the school buildings working with teachers informally upon problems and plans for the year. The dis-

cussions were directed at specific problems and plans. Parents and board members were included in various ways at a number of the meetings. The work in these conferences included group thinking and planning relative to a wide range of problems. The discussions included objectives of secondary education, use of community resources, improvement of the community, flexible schedules, evaluation, guidance, vocational education, use of textbooks, specific courses, increasing the contributions of the arts, records and reports, how to study students, and informal classroom procedures.

Since the initiation of the study, staff members have made over eight hundred visits to the fifty-five cooperating schools to work with individual teachers and entire faculties on their problems and plans. In these relationships with the schools a continuous major emphasis has been that of learning how to work together and with students, democratically.

The colleges of Michigan have agreed to accept recommended graduates of the cooperating schools for a period of ten years without reference to the pattern of subjectmatter units pursued. They have also agreed to work with the study during the ten-year period on problems of relationships between the secondary school and the college. The ten-year period extends thru 1950.

DEVELOPMENTS IN THE FIFTY-FIVE SCHOOLS

A few brief accounts of practices being tried out will indicate the nature of some of the problems recognized and the methods of attack that have been employed. One problem found to be common to a number of the schools is that of putting to use practical classroom technics and materials that will contribute directly to the citizenship objectives that are valued highly in these schools. In other words, the problem is that of giving substance in actual practice to stated objectives such as ability to make intelligent decisions; competence in self-evaluation, self-direction, and self-control; and disposition and ability to work together. As a means of attacking this problem, thirty schools have engaged in experimentation during the past year with in-

formal, teacher-pupil planned classroom procedures. Approximately eighty teachers in the fields of social studies, English, science, mathematics, industrial arts, fine arts, typing, shorthand, and home economics are now developing and using more democratic methods in the everyday activities of their classes. Four two-day conferences for the experimenting teachers were held last year. At these conferences the teachers described for each other the experiences they were having, the results achieved, and the problems encountered. Further evaluations of the newer methods will be made during the current year.

A second problem attacked by many of the schools is that of securing more comprehensive information concerning individual students which would be useful both for guidance and as a basis for partial appraisal of previous and present educational experiences. Last spring twenty-one schools administered to their twelfth-grade classes a battery of tests designed to reveal information about interests, attitudes, thinking skills, and reading skills. These tests had been administered two years previously to the same students when they were in the tenth grade, consequently it was possible to describe changes that had taken place during a two-year interval and to interpret these changes with implication for the instructional program.

Two brief comments will serve to illustrate how the test data were used. In one school, an analysis of certain of the data in the light of an important school objective and in the light of information other than test data by members of the school staff led to the planning and initiation of revised classroom practices and instructional materials in the twelfth-grade social studies course. The revised technics and materials will be subjected to further evaluation during the current year. In another school, interpretations of the test data are being used in planning and carrying out a guidance program in which every teacher is participating.

These somewhat detailed descriptions relating to informal classroom methods and uses of test data illustrate ways of working at improvement within the framework of conventional

courses and the usual organization of the schedule of classes. In fifteen schools, experimentation with core or unified studies courses is under way. In these cases the variations being tried out involve changes in the daily schedule (in order to arrange for two or three consecutive periods for a particular class) as well as modifications in methods and materials. A wide range of types of core courses are being tried and evaluated at all levels from Grades VII thru XII.

A controlled experiment in the teaching of plane geometry was initiated at the beginning of the current semester. Nine experimental and nine control classes in fourteen schools are involved in this study. The general purpose of this study is to attempt to determine the relative influence of each of two types of materials and teaching technics on the development of pupils' abilities to use appropriate technics of thinking in dealing with both non-mathematical and mathematical problem situations which are encountered in everyday living.

In addition to the experimental studies already mentioned, major activities planned for the current year include the initiation of controlled experiments in the fields of English and science instruction, further development and evaluation of core courses, and follow-up studies of graduates and drop-outs.

A major emphasis is the improvement of the program of education for citizenship in a democracy in each of the cooperating schools. Thru the cooperation of the Children's Fund of Michigan, one study staff member devotes his full time to this emphasis.

It is impossible to describe in detail the wide range of modifications that are under way in the programs of the cooperating schools. The modifications being accorded most effort seem to exemplify in one way or another one or more of the following general tendencies:

1. Increasing the extent to which the school experience of the student is related directly to his actual experience outside the school
2. Increasing the proportion of the school experience of the student that involves actually "doing," not simply "studying about"
3. Increasing effort to establish and work with meanings in contrast to verbalisms

4. Increasing emphasis upon changes in the behavior of the student as the real objectives of the program
5. Increasing the flexibility of the schematic organization and administration of the instructional program
6. Increasing pupil-teacher planning
7. Increasing reliance upon abundant descriptive evidence as a basis for evaluating
8. Increasing extent of working on instructional problems in groups and relationships other than the strictly departmental
9. Increasing amount of time and energy devoted to study of the individual student.

More detailed descriptions of many of the specific changes that are being tried out in the cooperating schools are reported in a booklet, entitled *Seeking Better Ways*, published by the Michigan Study of the Secondary-School Curriculum in October 1941.

From the beginning, curriculum workshops have been encouraged as a promising means of teacher growth. The provision of summer workshop experience for teachers and administrators was accepted by the study as an effective means of achieving the stated purposes. The first summer workshop for teachers conducted in Michigan was in 1938 under the auspices of the directing committee of the study with the cooperation of all the state-supported teacher-educating institutions and three other state agencies concerned with education. The study repeated the co-operative workshop during the summer of 1939. In 1940 three Michigan institutions conducted workshops. In 1941 there were thirteen workshops conducted by the colleges and in 1942 ten colleges provided workshop experiences for teachers.

Is this attempt at developing leadership actually functioning? Certainly the test of instructional leadership is the actual change that comes to schools and the actual development that comes to the youth being served in those schools. For, after all, leadership is but a means to an end. The next few pages carry a statement of the progress of secondary education in the state, a statement that was released recently by the superintendent of public instruction. Anybody who has visited these cooperating schools or has worked close to education in Michigan the past two or three years would call this a modest statement of the progress.

PROGRESS IN SECONDARY EDUCATION IN MICHIGAN

In the complicated and continuous process of seeking better ways for the school to serve the needs of youth, of the community, and of democracy, the secondary schools of the state are engaging in a number of activities, investigations, and changes in their programs. It is possible to indicate several emerging trends that seem to evidence real advances in contributing to the development of personality and socially competent individuals.

The term "secondary education in Michigan" refers not to an abstraction but to actual school programs in hundreds of communities that are in many respects quite different from each other. The term really means the processes of learning and teaching that are going on under the guidance of the schools. It refers to the instructional materials used and to the practices which teachers and administrators employ in their relationships to students and to each other. It is impossible to analyze what is happening in these numerous communities and to indicate "averages" or central tendencies in any exact sense.

Individual behavior stressed—The purposes of secondary education are being re-examined. One result of the re-examination is the formulation and acceptance of objectives defined in terms of the behavior of individuals in everyday living in the school and in the community. For example, critical thinking as an objective is being defined in terms of such pupil behavior characteristics as: the pupil will question the meaning of terms in the situation and seek satisfactory definitions or descriptions of them; he will detect and question underlying assumptions in the situation; he will search for and test facts pertaining to the situation; he will attempt to discriminate between facts and assumptions.

Changes in purposes and the definition of purposes in terms of behavior are leading to significant modifications of the activities engaged in by teachers and pupils. Large numbers of teachers and schools are developing democratized classroom procedures in which pupils participate in the making of plans, in the execution of the plans, and the evaluation of the work. School life and

classroom activities are providing more and more opportunities for teachers and pupils to experience the democratic processes and to develop the competencies necessary to effective participation in democratic group living.

Schools provide experiences—The extent to which the school experience of the pupil is related directly to his actual experience in living in the community is being increased. In chemistry classes, girls are removing stains, cleaning and polishing silver and furniture, and applying cosmetics. Boys and girls are caring for children. Pupils of all types are applying for jobs, engaging in hobbies, and managing money. Newspapers and magazines are being read and analyzed. The use of the radio is being studied thru actual use. Pupils are receiving instruction and practice in night and day driving. Problems involving space and number concepts encountered by the youngsters in everyday living are being studied and solved in the classroom. Pupils and teacher are going by bus to the farm to build foundations and install plumbing. Young farmers are being assisted in planning and starting dairy herds.

The illustrations indicated above also evidence the fact that the proportion of the school experience of the pupil that involves actually "doing," not simply "studying about," is being increased. Practice in secondary schools is according more and more recognition to the principle that the pupil learns to do by doing. Youngsters are being given real opportunities to think, to plan, to work with others, to assume responsibility, to evaluate, to work, to find facts, to test assumptions, and to formulate purposes.

The democratization of procedures is progressing thru the utilization of informal methods and teacher-pupil planning. What is to be studied and how is being determined cooperatively by the teachers and the pupils in terms of the goals desired, the interests and needs of the pupils, the community, the time, and other resources available.

The community is being used not simply as a functioning mechanism to be observed but as a setting in which to do actively a job worth doing for the community well-being and for the

educative values of the experience. In one history class the pupils, while studying the results of a local election, discovered that only 16 percent of the qualified voters had taken the trouble to vote. The class decided to "do something about it." An extensive campaign involving investigation, interviews, speeches, posters, handbills, and the provision of transportation was planned and carried out. The result was that at the next election there was the largest registration and vote in the history of the community.

Pupil evaluates self—Evaluation methods and programs are being developed, based upon more abundant descriptive evidence concerning the behavior of the pupil with increasing emphasis upon self-evaluation. The concept of evaluating in terms of objectives defined as behaviors is rapidly being put to work in schools. The determination of whether or not certain changes have been made in the behavior of an individual, and their extent, requires the collection and interpretation of a wide range of descriptive evidence. It is being secured thru the utilization of observation, interviews, tests, and self-evaluation. In numerous instances the pupils are participating in the formulation of the behavior characteristics being sought and of a set of values to be utilized in evaluating performance. For example, one class formulated for itself the following statement of one objective:

Objective I: *To Live and Work Together in a Democratic Fashion.* The child who is making progress toward this objective exhibits the following behavior characteristics:

1. Contributes to the class for the use of other ideas and materials met outside of class
2. Cheerfully provides assistance to other members of the group
3. Asks others for advice and help when necessary
4. Helps others to avoid the mistakes he has made
5. Is punctual in getting to class on time, carrying out instructions
6. Is tolerant
7. Does not become emotionally upset easily
8. Works quietly
9. Is agreeable and pleasant to associates
10. Responds quickly to requests for order and attention by the teacher, a class officer, or a member of the group wishing to make an announcement
11. Does not willfully annoy others.

Shift in emphasis—In planning their work, many teachers are shifting the center of emphasis from the course of study and the program of studies to the individual learner. Real beginnings are being made to study each student as a unitary, unique individual, and to offer experiences and guidance to each one in accordance with his needs. An illustration of this shift in emphasis is provided by an English teacher who, in an effort to relate instruction in English and guidance, started the work for the year with a study of the needs recognized by each pupil for instruction or guidance. Ninety items in eleven categories were listed. These were weighted by the pupils according to group-determined criteria. The classwork was planned upon the basis of the weightings to provide for both individualization and socialization.

Investigation of, and experimentation with, the problems of relationship between subjects, departments, and aspects of the school program are under way in many schools. One result of these efforts is the initiation of core courses, unified studies courses, art of living courses, or similar courses with other names. These courses are characterized by pupil-teacher planning, utilizing the problems, interests, and needs of boys and girls living in the community as the source of content and procedures, a larger block of the school day than one period, "doing" as well as "studying about," and cooperative planning among teachers.

Longer core periods needed—Problems of the schematic organization and administration of the instructional program are being encountered frequently. Several schools are exploring ways and means of solving some of the problems. The problems of the homeroom; the need for a plan to provide guidance and counseling by teachers; the trend toward the integration of English, social studies, guidance, and social development; the initiation of core courses; the demand for individualized procedures in many special-interest fields; the efforts to participate in the life of the community; the need for teacher-pupil planning and evaluation; the need for teacher cooperation; and the accelerated effort to democratize the high school are requiring the provision of longer periods in the school day and sufficient flexibility in the schedule

to allow these trends to develop effectively. In some instances a full half day is being allotted to the core course to be used in a very flexible manner. In a few instances the full day is being scheduled for the core course.

The same developments outlined above in connection with the problems of the schedule, coupled with other developments, are leading teachers and administrators to work on instructional problems in groups and in relationships other than the strictly departmental. A group of pupils rather than a particular subject field is being utilized as the base upon which to organize the efforts to improve the instructional program. In one school, for example, all the teachers and administrators who have any relationship with a particular group of pupils (the ninth-graders) are working together in planning the most educative experience possible for that group of pupils (the ninth-graders).

Eleven trends and illustrations of each from actual school practices have been presented. They seem to evidence real advances by the secondary schools of Michigan in contributing to the development of personally and socially competent individuals. These emerging trends are reasons for accepting the fact that Michigan secondary schools are progressing in the direction of instructional programs consistent with the goals of democratic education and directly aimed at the development of characteristics that boys and girls need in meeting their own problems of everyday living.



Teachers Learn by Doing

Courtesy of Garden City, New York, Public Schools

Chapter IX

THREE COUNTIES LEAD THEMSELVES

There was a time in the planning of this yearbook when the committee members spoke boldly of following the description of each school program treated with a terse breakdown of the program into the bare elements of leadership that acted as its moving force. As time went on it was apparent that leadership is not so simply spotted. In fact, it assumes many forms, and its shifty characteristics dare anyone to try to isolate them sharply from the moving mass of youngsters, teachers, administrators, patrons, community agencies, and the rest of the what-nots that make up an educational enterprise.

For instance, from the descriptions of the programs treated in this one chapter alone, one can draw out such threads as these that hint of the varied possibilities of leadership:

Participation on the part of teachers is voluntary

All meetings were characterized by democratic planning and procedure

The supervisor's work the first year consisted of studying the situation, of establishing friendly and working relationships

Every teacher of the county was involved in a round of discussion groups

The teachers association obtained leaders in the field of child growth and development

The teachers are continuing their attempts to develop more realistic school programs

The old county institute has been replaced by teacher study conferences

For many years, social and civic agencies have been working closely together

The county superintendent and the elementary supervisor invited leaders in county work to luncheon at one of the large consolidated schools to talk over matters of common interest.

It is not proposed here that counties move in manners sharply different from those by which city systems or individual schools seem to lead themselves to pastures more educationally nourish-

ing. Rather, it was the great variability among the approaches of the counties themselves that invited the grouping in this chapter of the stories of eight of them.

THE CHEROKEE COUNTY COOPERATIVE PROGRAM

The following account of the Cherokee County cooperative program is offered to illustrate a growing union between the schools and the people and an interpretation of what that union involves.

Cherokee County—Cherokee County lies in the northeastern part of Alabama. It is a single-crop cotton county. Its broad fields have been cultivated for years. Today the mule-drawn teams and the slave labor of long ago have largely given place to tractors and the labor of tenant farmers. It is said that there are many more tractors in Cherokee County than in any other area of the same size anywhere in the world. There is iron in the soil and there are the remains of old mines and furnaces, but little iron is mined today. Bauxite, silica, clay, and ochre are resources that exist but thus far have had only slight development. The one big source of income is cotton. Everybody, young and old, cultivates cotton. The school calendar revolves around cotton.

Cherokee is a rural county.¹ Its largest town, Centre, the county seat, has a population of 1008. There are seventy-five churches, two newspapers, one picture house, and since 1939, seven community centers. The total tax assessment is approximately \$4,500,000. There are three banks, twelve one-room schools, eight two-room schools, and nine consolidated schools. The forty school buses transport 2492 children daily to twenty-nine schools. The total population is 19,162, and the total acreage is 382,728. One of the main geographic features is the Coosa River which flows fifty-three miles thru the county. One may cross it on a ferry drawn by a pulley on an overhead wire and propelled by the current of the river.

¹ This description of the Cherokee County program was written by Agnes Snyder, D. C. Heath and Company, Boston, Massachusetts, formerly of the Alabama State Department of Education, in collaboration with G. D. Broom, superintendent, and Estelle Scroggins Smith, supervisor, of Cherokee County, Alabama.

Experiments in working together—For years many social and civic agencies have been doing good work in Cherokee County. Most of them are staffed by people who have lived in the county a long time—in many cases, their families for generations before them—so that there has always been not only a warm personal quality in their work but also friendly relations among the agencies. This has made a more deliberate form of cooperation among the agencies comparatively easy to accomplish.

The first step in the program as outlined here was taken in the fall of 1939 when the county superintendent of education and the elementary supervisor invited leaders in county work to a luncheon meeting at one of the large consolidated schools to talk over matters of common interest. The response was general. There were present at the meeting the principal and teachers of the consolidated school at which the meeting was held; the county superintendent, the elementary supervisor, and the attendance supervisor from the county department of education; members of the local county schoolboards; the county agent, the assistant county agent in charge also of 4-H Club work, and the home demonstration agent from the extension service; the farm supervisor and the home supervisor from the Farm Security Administration; the county health officer and the county nurse from the county health department; the director of vocational agriculture; two local ministers; the editors of the county papers; the president of the County Council of Parent-Teacher Associations; and two outside guests.

It was a meeting of friends. Consequently, less than the usual amount of time was necessary in getting started and in reaching a common understanding. Each person present indicated what were to him the most important problems in his work. These were listed. Then the question was raised, "Where do we begin?" It was agreed to begin simply, with something that would not be too hard to do and that could be accomplished in a short length of time. The parent-teacher representatives proposed that everybody cooperate in making Young Citizens Day a success. Such a project was timely, was comparatively simple, and could be car-

ried out quickly. The proposal was accepted and arrangements made for the meeting of a subcommittee. The last agreement reached at this initial meeting was that the group should come together again the following month to report on the results of Young Citizens Day and, if considered desirable, to plan further.

The group met the following month, enthusiastic over the results of its cooperative effort. The Young Citizens Day had been a success. Every organization and every county worker had had a specific responsibility and had performed the duty well. Letters had been sent to all young people coming of age, inviting them to a celebration at the court house, and urging them to register and accept their responsibility as citizens. Besides the countywide meeting at which Alabama's junior senator, Lester Hall, spoke, there was a program in celebration of the event in each of the six county high schools. The real success of the project could not, however, be immediately reported for that was not known until later when it was found thru the county registrar that one thousand youths had registered that year, a number greater than in any previous year, tho there had been no appreciable change in population.

It was agreed that the committees set up for the Young Citizens Day project should function in packing baskets for the unfortunate at Christmas. This project was sponsored by the Lion's Club. Each committee had a specific responsibility. One group collected the gifts, another organized the list of families to be remembered, another made suggestions for each package, and still others distributed the gifts. Fifty families in the county received packages thru these cooperative efforts. Several hundred people were made happier by helping in the project.

Each month during that year the original representative group met. The meetings were all open and it was spread around by word of mouth that everyone was welcome to come in and participate. Many responded. The meetings were very informal. At each meeting a chairman was elected to plan and preside at the next meeting. There were no officers and no dues.

Each month new ventures in cooperative projects were planned. Each month reports were made on the work undertaken. As a result, the Easter sale of stamps for the crippled children's hospital amounted to \$314 as against \$85 the year before. The services of the state pediatrician were extended to all schools for the summer round-up clinics at which more than twice the number of children of the previous year received benefits. A lunchroom project was undertaken in which fifteen schools received commodities from the Surplus Commodities Corporation with which to care for the underprivileged, and ten other schools worked out other plans whereby the children had hot lunches. More than one thousand boys and girls attended the 4-H Club rally, a larger attendance than ever before. In the May Day festival six schools cooperated, each school working out an episode. National recognition was given the county for the excellent work done in the "better homes" contest. Besides these specific projects there was continuous and coordinated effort to promote home gardens, a fundamental project in this single-crop area in which the growth of vegetables is too often neglected under the pressure of the demands of cotton. As the county health agent sagely said when asked how the group could help him in his work, "Get the gardens going; have every child, every man and woman well nourished, and the present facilities for health work will be adequate."

Records were not kept to any appreciable extent this first year, so it is impossible to give a perfectly objective statement of achievements. It was an exploratory year of learning the techniques of coordinated effort. Too meticulous care in recording at this time might not have been wise. Emphasis was rightly placed upon getting the job done with first consideration given to the human relations along the way.

Long-range planning—Toward the end of the year, inspired by the success of their experiences in working together, the group decided to begin planning on a broader base toward larger goals in terms of the facts about the county. So they had a picnic. It was an all-day picnic. Ministers and other church workers, the

leaders in county home demonstration work, members of the county health department, the county registrar, a bank president and others interested in the economic problems of the county, the county agent, vocational teachers, county principals and teachers, and the dean and professor of sociology of the state teachers college at Jacksonville, Alabama, spent the day in the open together. Interspersed with games and lunch were small committee meetings and meetings of the entire group. What were the real problems of the county? Back, back they pushed, trying to get down to bed rock. The thinking of that day finally emerged in two directions: (1) that the problems could be roughly classified under the categories of health, recreation, economic security, religion, housing, and beautification; (2) that while everyone had a general idea as to what the problems were, different emphases were made by the members of the group, and that there was need for more definite knowledge of conditions before a real plan could be made. So the decision was reached that the first step must be one of fact-finding.

Accordingly, a survey was made, organized according to high-school communities. The data were collected thru the cooperative efforts of high-school students, teachers, and county workers. A significant contribution of the high-school students was a map of each high-school community locating every home, store, church, and civic agency in the area. The survey was completed in good statistical form.

The survey showed a population of which 70 percent were tenant farmers who remained in the county but moved frequently from farm to farm. The farms, in the main, were owned by large landholders. As to work stock, cows, hogs, and chickens, if they were properly distributed there would be a sufficiency for all. Actually there was ample for some but too little for many. The cash income for the average family was too small to enable the family to buy and pay for a home, to have a comfortable and attractive home, to have electricity, to engage in needed recreation, or to contribute to public causes. As to health and sanitation, many children were undernourished, many had bad teeth, and a

goodly number of people were suffering with pellagra and other dietary diseases. Many homes were not well-screened, the open toilet still prevailed, and many homes were unpainted and in need of repair.

With the facts in hand, the county council made several important decisions. First, to carry out a long-range program meant careful planning. In the meantime, the little things should not be neglected. Therefore, it was agreed that there should be two parallel programs—one short-range continuing the type of projects begun the first year and the other long-range dealing with the fundamentals. A second decision had to do with organization. The work had started on a countywide basis, but the school community was the real working unit. The survey had been on a school-community basis. Therefore the county council would encourage the organization of community units comparable to the county unit but making their own decisions as to program. A third decision had to do with the setting of countywide goals for a period of years, the measure of accomplishment to be checked annually.

In addition, the school people who had participated in the above as members of the council decided to form study groups which would have for their purpose the interpretation of the survey and the development of the curriculum in line with the goals set by the county council. To this end, a group of school people conferred with the president, the dean, and members of the faculty of the state teachers college at Jacksonville. The college had given valuable help from the beginning and now entered into the planning of extension courses in the social sciences and natural sciences to be given by the faculty in such a way as to help the teachers develop curriculums in line with the goals of the county. Agreement was reached and study groups formed. In short, the schools and the people were coming together. The people, including school people, had set goals for raising the standard of living; the school, along with other agencies, would do its part in achieving these "people-set" goals.

Individual community projects—There are now eight school communities that have developed specific plans in line with the general county plans. Of this number, five are consolidated schools, one is a two-room school, and two are one-room schools. The emphases among these school communities are different, varying with needs and resources. A few examples of projects will be cited as illustrative.

At Cedar Bluff, the community cooperated in converting an old garage on the school grounds into a school lunchroom. Bus drivers worked during the day, teachers and children after school hours, businessmen at times when they could leave their work, the school janitor when he was not busy at his duties, and the parent-teacher association raised funds, NYA youths cooked and served lunches, and commodities were secured from the Surplus Commodities Corporation, thus insuring lunch for every child.

At Alexis, community night programs were organized in such a way as to constitute a practical evening school for the study of community problems. The parent-teacher association, the vocational teachers, and the Farm Bureau took the lead.

Farill emphasized home improvement. As a result, two new homes were built, new rooms added to six other homes, nine rooms were refinished, sanitary toilets and drinking facilities were provided, much furniture was made, and extensive work was done in child care and nutrition. In this community the adult education leader and the teachers of children worked in closest cooperation.

Spring Garden worked for improvement in the religious life of the community. All denominations cooperated and with the school faculty held nondenominational religious services. Those who had cars provided transportation to services for those who had no means of travel.

Sandrock and Johnson worked together in close coordination between the schools and the 4-H Club in improving home conditions. Each girl member of the 4-H Club planned and prepared

meals in her home for a week. Each boy carried out a home project in field crops and care of livestock.

Hawkins initiated a rural recreational program under WPA leadership. The small two-teacher school was used as a community center. From seventy-five to one hundred adults and children came from miles around to take part in the programs on community nights.

The Rhinehart community held evening classes once a month during the year to discuss its problems. The people met in small groups according to interest and then came together to pool results. Great improvement in farm practices in general and the landscaping of the school grounds were reported.

Countywide results—After the first year, some attempt was made to keep accurate records. A mimeographed report has been published for the last two years setting forth in detail what has been done and indicating future goals. Only a few of the accomplishments can be mentioned here:

- 2 community houses built
- 5 other buildings converted into community houses
- A farm plan for every farm in the county
- 58 farms operating a complete soil conservation program
- Membership in county Farm Bureau: 1940, 132; 1941, 500
- 200 year-round gardens as against 50 heretofore
- Full-time sanitary officer secured for the county
- Full-time recreational supervisor secured
- County library with 2360 volumes established
- 13 daily vacation Bible schools, 3 in 1939
- 100 percent enrolment in Junior Red Cross; 50 percent in 1939
- A county music study club organized with a membership of 100
- 100 percent cooperation from local newspapers.

But the above visible accomplishments, fine as they are, are regarded by the people of Cherokee County as slight compared with the intangible benefits they have derived in the development of interests and in the enjoyment of working together.

Educational significance—From the point of view of the fundamental principle that the schools belong to the people, Cherokee County is moving toward the following interpretation:

Instead of school people alone setting the goals for the schools, they are cooperating with the people of the county in formulating the goals. Instead of planning a curriculum alone, school people are developing a curriculum in line with the needs of the people as determined by the people. Instead of working apart from other social and civic agencies, the school is regarding itself as but one of many agencies, all of which are concerned with the welfare of the people. Most important of all, perhaps, is the fact that the process is honestly and aggressively democratic.

FAYETTE COUNTY SUPERVISORY PROGRAM

The following account of progress made in Fayette County, Alabama, may serve to illustrate what may be accomplished thru the instructional leadership of a supervisor.²

The situation in the county—Fayette County, Alabama, is the county selected recently for a survey by a national organization as being typical of the rural counties of the southeastern United States. The 1940 Census gives the population as 21,651. The only towns are Fayette, with a population of 2669, and Berry with a population of 639.

The people are in occupation primarily agricultural, as 88,206 acres, or one-fifth of the total land area, is in improved farm lands. The size of the average farm is estimated at thirty acres. Cotton is the principal crop.

Manufacturing is limited. One lumber plant in the town of Fayette is supplemented, as is usual, by small portable and semi-permanent mills located near by. Timber is being cut more rapidly than it can be reproduced and thus this industry will decline unless an effective reforestation program is carried on. The only other industry of any importance is a textile mill which employs three hundred workers.

There were few organizations of any type before 1935. The church with services once a month, struggling parent-teacher associations in about half of the schools, and a farmers organiza-

² This account of the Fayette County, Alabama, program was written by May Landers Adams, supervisor of the county.

tion—these represented almost all the organized efforts for improving community welfare. The rural people lived as individuals, independent of their neighbors. They saw little or no need for group action, no benefits that could come to them as they participated in group enterprises. They lacked experiences that might have given them the imagination and the vision necessary for solving their own problems.

The situation in the schools—The Fayette County Board of Education employed an elementary supervisor for the years 1921-1931. Because of a decrease in school appropriations the board with the consent of and, in some instances, with the approval of the teachers did not employ a supervisor for a period of three years.

In the spring of 1935, when the elementary schools were open only sixty days, a committee of principals requested that a supervisor be employed. The request was granted.

When the present supervisor began work, the superintendent told her that he and the teachers had found that the less money a county had and the shorter the school term the more necessary it was for teachers to have expert guidance. This seemed to indicate a readiness for supervision but it was found to be a readiness for the type of supervision to which the teachers had been accustomed. A typical question was, "How can I teach reading?" Teachers felt that their responsibility was bounded by the walls of their classrooms. In many schools where there were six teachers, there were six one-room schools rather than one school with six teachers. All schools were of the traditional type. Children rather than desks seemed "screwed to the floor."

The supervisor's work that first year consisted largely of studying the situation. She attempted to establish friendly relationships with teachers, children, and patrons and tried to help teachers build the philosophy that education must deal with individuals as worthy members of a democratic society rather than with the mastery of subjectmatter as such. The distribution of state-owned textbooks was one of her duties. She searched for and experimented with ways of encouraging teacher growth, confident

that such an approach is essential to a functional type of education.

The supervisor views the situation—Out of her first year's study the supervisor determined the following to be the major problems:

1. Lack of trained leadership. The majority of teachers, the best trained people in their communities, had less than two years of college training. Much of this education had been received "piece-meal" thru extension and summer courses.

2. Low educational level of the community. In many rural communities few adults had completed high school; fewer still had attended college.

3. Low economic level. The highest annual salary ever received by an elementary teacher in Fayette County was \$800. Even this amount is higher than the income of the average farmer.

4. Natural shyness and reserve of rural people. Many were suspicious of "outsiders." They were often unwilling to accept suggestions from specialists. For example, they thought that the farm agent had "book learning" rather than practical experience.

5. Feeling of independence. Rural people, proud of the fact that they did not have to depend on others for anything, resented help even when needed. "Don't worry; we'll get along" was a characteristic expression.

6. Lack of travel experience. Few rural people had been more than one hundred miles away from their birthplace.

7. Aversion to change. Rural people accustomed to conditions as they were resisted innovations.

8. Lack of supervision. Cooperative planning and guidance of individual activities under expert supervision was almost unknown.

9. Lack of a sense of time. Many rural people saw no reason to do things immediately. They assumed the attitude, "If it rains today, the sun will shine tomorrow."

10. Few specialized resources on which to draw. In 1935 there was no county health department. There were but eight practicing physicians living in the county.

11. Few opportunities for group activities. The task of eking out a livelihood left little time for farm families to do things with their neighbors. The only time all the teachers met together was at the institute.

12. Lack of knowledge of successful practices that had been used in other places. All the teachers in the elementary schools were local people.

13. Lack of imagination and vision. The people saw little that they could do to improve conditions.

The supervisor felt that the following were the major advantages inherent in the situation:

1. Problems were relatively simple and easily identified, at least in comparison with those of people living in congested areas.
2. There were few organizations or pressure groups with conflicting, specialized interests striving for superiority.
3. The people were acquainted with one another. Most rural people "know" everyone for miles around, even if they have never seen them.
4. Local teachers held the confidence of their communities; the people were willing to accept suggestions from members of their own group.
5. Local teachers, as they became more proficient, were likely to stay in their home communities instead of leaving for more lucrative positions.
6. The teachers could learn as they worked. Since they had not completed the requirements for a degree, the school and community afforded an excellent laboratory for experimentation. They had an opportunity to study new developments in social, economic, political, and educational fields, under guidance.
7. There was a gradual addition of helpful governmental agencies with well-trained personnel. In 1935 the Alabama Rehabilitation Service, now known as the Farm Security Administration, opened offices here. In 1937 a county health department was established.
8. As roads were paved and as means of communication became more rapid there was a gradual extension of isolated rural areas into membership in an ever-widening community.

Planning the program—The supervisor made consistent efforts to work with teachers in selecting problems to be studied, in making plans for their solution, in determining procedures, and in allocating responsibility for executing plans. A committee of ten teachers selected by the principals listed the following as needs of teachers in carrying on an effective functional program adapted to individual and group problems:

- To understand the nature and problems of contemporary life
- To understand persistent issues and their connection with the general problems of education
- To know social and economic conditions of the immediate community, their effect on children, and their implications for the educational program
- To relate the life of the school to the community

- To utilize natural and human resources
- To understand human relationships
- To know community agencies, their purposes and services, and to know how to cooperate with them and to obtain cooperation from them
- To interpret the school program to parents
- To interest rural people in group activities
- To participate in community activities and to be leaders on important issues
- To guide children in planning, executing, and evaluating classroom activities.

The teachers also listed the kinds of information that would aid them in inaugurating a community school program, as follows:

- To know conditions in the immediate community
- To know what had been done in other places where similar problems existed
- To know agencies at work in the community and in the nation
- To know available human and natural resources
- To know what they could do to better conditions
- To know how to sell an idea to people
- To know how to get people to work together toward a common goal
- To know how to evaluate progress which under the circumstances would necessarily be slow.

Means used in developing the program—Plans for making the school a more effective factor in promoting good community living and for helping teachers to play determining roles in the democratic process were then worked out cooperatively by the teachers and supervisor. Plans were subject to constant evaluation and continuous replanning. General areas guiding study for the six years were these: (1) need for functional education; (2) philosophy, aims, and scope; (3) community survey; (4) study of children; (5) study of community; and (6) community planning. Some of the specific means employed are described below.

Teachers meetings were held monthly; each was planned as a part of a study program. During the one-hour general session, some phase of the problem selected for study was presented to the group as a whole. An educational consultant or some special-

ist in community enterprises was the leader. In the two-hour departmental session, teachers elected by their respective groups served as discussion leaders. Opportunities were given for an interchange of ideas. All meetings were characterized by democratic planning and procedure. These were the first regular meetings in the history of the county. Every school with two or more teachers held weekly faculty meetings. Part of the time was spent in the study of community problems.

Each summer from 25 to 50 percent of the teachers attended state colleges. One summer eighteen teachers and the supervisor worked together at Alabama College. Another summer twenty-five teachers were active members of a group of more than two hundred Alabama teachers who participated in a workshop at Florence State Teachers College. Here teachers were given an opportunity to have firsthand experiences while studying community, county, state, and regional planning.

Alabama college in cooperation with the Alabama Congress of Parents and Teachers gave two twelve weeks' courses in Fayette. Parents and teachers studied together the topics, "The Social Development of Children," and "The Effect of the Community on the Child."

The teachers were guided in making a community survey. Due to lack of knowledge of the technics of making surveys, the findings were negligible as reliable statistical information, but the experience helped the teachers "see" conditions and plan experiences for children based on revealed needs.

Teachers called at homes with the attendance supervisor and the child case worker in order to learn how to make home visits, and how to gather, record, and interpret pertinent information regarding environmental conditions affecting child growth and development.

In four workshops, the home demonstration agent and local teachers with special abilities taught teachers and mothers how to use native clay, dyes, and other environmental materials. All the agencies in the county helped with the program, with the supervisor as coordinator.

Small groups of teachers visited college training schools and such public schools as Holtville, Alabama, where studies were being made of the immediate communities; private schools such as the Tennessee Valley Authority School at Sheffield; the Mountain Park County-Day School in New Orleans, Louisiana; the Parker District Schools in Greenville, South Carolina; and the Rabun-Gap-Naccochee School in Georgia. A group of principals studied administrative practices in the Fairfield School, the Negro Industrial School in Birmingham, the Bankhead Farms in Walker County, and the various industrial and agricultural projects in Walker and Winston Counties.

Forty-two teachers accompanied by the county consultant and the supervisor went to Greenville, South Carolina, to study the Greenville County Council for Community Development. This was the first out-of-state trip for more than half of the group.

All teachers visited schools in Fayette County where successful projects were being carried on. For example, one group of twenty-five saw a fifth grade in the Berry School repair a house. They watched children digging a pit for a sanitary toilet, and painting with used motor-oil and iron oxide. Excursions were made by teachers and children to places of interest in their own communities, such as improved farms and reforestation projects. A professional library was established in the supervisor's office and various materials in mimeographed or pamphlet form were distributed to all teachers.

Evidence of growth—It is difficult, if not impossible, to determine outcomes of such a program as outlined above, but some of the more tangible evidences may be stated.

There is an increasing number of socially useful projects being undertaken in the schools; for example, a school garden interested a mill community in gardening and hot-lunch programs have been undertaken by several schools.

An increased interest in community cooperation is in evidence. Schools are being used more as community centers. In one school, children and members of the Home Demonstration Club are

making a clubroom and play center of two unused rooms. All the auditoriums are used for various kinds of community meetings. Members of the community are giving aid to schools thru sharing their talents and materials. One farmer whose land joined school property explained to the children the map of his farm which was prepared by the Soil Conservation Service. He permitted the children to terrace one section and to put out Kudzu plants.

Teachers have identified themselves with local civic and welfare agencies, holding membership in groups such as the Board of Public Welfare, the County Library Committee, the Business and Professional Women's Club, and the Farm Bureau.

Steps are being taken toward the establishment of small community councils organized to stimulate community planning. The judge of probate is taking active leadership in this movement. Two countywide community meetings were attended by more than one hundred people, representing every school community.

During the past six years the following organizations for improving conditions in Fayette County have been formed: Wildlife Conservation Association, Better Roads Association, Fayette County Agricultural Council, Council of Farm Women, Council of Government Workers, Livestock Association, Rural Housing Authority, Business and Professional Women's Club, twenty 4-H Clubs, and twenty Home Demonstration Clubs.

Summary statements—The program began with teachers where they were; made provision for maximum participation by teachers in continuous planning, executing, and evaluating, and helped to develop potential abilities for effective leadership. While there will be a long time between seed-time and harvest, it is felt that there has been teacher growth in the desired direction. Teachers are beginning to see conditions; they are developing a social consciousness; they are acquiring skill in leadership; they are accepting responsibility for conditions beyond classroom walls. Planning—immediate and long time—is being done. Some new ideas have been accepted. A few have found practical application. Others will find fruition as insight is gained.

VIGO COUNTY CONFERENCE PROGRAM

In Vigo County, Indiana, the old type of county institute has been replaced by study conferences as means to instructional improvement and teacher growth.³

The Indiana State Board of Education approves four days of county institutes in addition to an organization day prior to the opening of school early in September. Teachers are paid \$5 per day for each day attended except the organization meeting, which all teachers attend without pay. For several years, Vigo County institutes have consisted of inspirational and educational speakers addressing the teachers, who represented all grade levels and subjectmatter fields in the public schools, Grades I to XII. An earnest effort was made to have departmental meetings organized and conducted by the teachers during a part of each institute. Lack of interest and indifference characterized the attitude of many teachers. The local board of education had considered the abandonment of these meetings as it was felt that the value received was much less than the cost.

Early in July a steering committee of ten, consisting of teachers from all grade levels and representing the entire county, was selected and brought together to aid in the formulation and execution of a plan for a new type of conference. The general idea submitted to the steering committee, which was added to and in many cases changed by this group, was approximately as follows: The planning of the program would be based on the utilization of all interested groups in the educational program. Teachers, members of the board of education, parents, bus drivers, and janitors should all share in organizing and executing effective educational meetings. This would call for a program of group meetings, panel discussions, and workshop type activities. It was suggested that the utilization of specialists in the state institutions of higher learning as well as representatives of existing local and state social agencies for counseling and discussion leaders would be of definite value to such an in-service training program.

³ This description of the development of conferences was prepared by Clarence A. Pound, superintendent of schools, Vigo County, Indiana.

At first, several members of the steering committee expressed doubts as to the possibility of such a program, but after much discussion they began to see the opportunities it presented and suggested modifications that have finally been put into action at least partially. It is important to emphasize that without the guidance and splendid cooperation of the steering committee the plan could never have been undertaken.

For want of a better name, it was decided that teacher groups would be organized under the title of "study groups." The committee organized and presented to the teachers a questionnaire in which the plan was discussed and groups suggested that might be organized. Blank space was provided for writing in other suggested groups and teachers were urged to indicate their choice and sign before returning to the steering committee. This questionnaire was discussed and presented to all teachers on county organization day.

Approximately three weeks were allowed for returning the questionnaire. The purpose of the study groups as stated on the questionnaire was to help each teacher discover the problems of her individual school and community. The response was beyond expectation. Two hundred and fifty-three out of 283 returned the questionnaire, with all but one expressing an interest and willingness to share. The comment of the dissenting teacher was: "I go to school in the summer. I don't expect to study during the school term."

It is now the end of the first semester and ten groups have been organized with 147 teachers participating. Soon after the beginning of the second semester, other groups will be formulated. The process is slow, for all concerned are determined that every organization will be democratic. The teachers participating in a group decide the title and scope of their project, and the date, time, and place of their meetings. They secure their own counselors and arrange for cooperation of all schools in the county, if their work requires such cooperation. Leadership is developing, teachers are deciding things for themselves and getting a thrill out of it.

The titles of the groups now organized are: (1) Planning a Part-time and Evening Class Agriculture Program for Rural Schools; (2) A Dental Clinic for Vigo County Schools; (3) Cafeteria Management and Nutrition; (4) Instrumental and Choral Music Clinics; (5) Bringing the Community into the School; (6) Evaluating Extracurriculum Activities and Planning an Effective Program; (7) Improvement of School Publications; (8) An Effective Speech and Hearing Program; (9) Industrial Arts for Rural Communities; and (10) Visual Aids for Effective Teaching.

Five more groups initiated by individual teachers or small groups of teachers are now in process of organization. Others will be organized as interest is developed and expressed.

As groups organize and proceed in their discussion and evaluation, it is expected eventually to publish the results of the studies in mimeographed form and make them available to all teachers. A few groups may complete their work this year, but many have planned their studies over a two- or three-year period.

Thru the study group program, Vigo County teachers are developing leadership as well as learning to follow cooperatively. Teachers are becoming acquainted with their co-workers in other schools. The developing of a spirit of fair play and the ability to recognize the work of others will, it is believed, be one of the major outcomes of the program.

Leadership That
Won't Work

By
Mother Goose



Be a Big Shot

Chapter X

LEADERSHIP THRU TEACHER SELF-CONFIDENCE

Out in Webster Groves, Missouri, the chief concern of the schools in respect to instructional leadership seems to be the development of a many-sided program that will in turn develop self-confident teacher leaders. These teacher leaders, in turn, may then be expected to provide an environment in which democratic living is freely possible in the everyday working situation of all participants—teachers, students, janitors, secretaries, administrators, parents, and other citizens.

As discussed by a group of these teachers,¹ four phases of the school program of that city are treated here as representative of this approach.

Description of school system—The Webster Groves public-school system has an enrolment of approximately 3900. There are five elementary schools: one located in an out-lying area is quite small; the four larger ones range in enrolment from 280 to 590. Each houses a kindergarten and six grades. The six-year high school has an enrolment of approximately 1900. The Negro school houses a kindergarten and twelve grades.

The instructional staff numbers 168. A brief survey of their training reveals that sixty-four have masters' degrees, ninety-three undergraduate degrees, and most of the ten who do not have degrees have ninety or more hours of college credit.

Teacher security—For a decade or more there has been a continuous effort made to increase the security surrounding the teaching personnel of the Webster Groves public schools. The superintendent of schools, believing that a secure individual is more likely to be happy and grow in his profession, has urged the community to discover ways in which it can increase the feeling

¹ Mary Beauchamp, Buelah Bedell, Jean Bontz, Ruth Dixon, Virginia Doud, Harold Downs, Pearl Eastham, Charles Garner, Willard Goslin, Karol Greeson, Lester Keathley, Howard Latta, Ellen Millman, Hazel Moomaw, Mary Moore, Egbert Nowlin, Jean Patrick, Laura Pickel, Daisy Semple, Thomas Smith, Roberta Tarpley, Mary Thompson, Lee Trotter, and Joe Verby.

of security enjoyed by teachers. The board of education, reflecting the attitudes of the community, has found it easy to subscribe to the policy of making every attempt continuously to increase teacher security. A definite attempt has been made, therefore, to establish the broadest possible base-line of security for the employees of the system, that is, *membership in the organization*. Each incoming individual is encouraged to feel that an invitation to join the staff is his greatest element of security. Such a broad base-line of security is built upon an important factor in leadership—faith in one's associates. The interaction between the faith placed in each individual and the growth made because of this faith has resulted in an increasingly greater sense of security. This faith has been transmitted into realistic practice by providing for stability of tenure, sick leave, and a limited service payroll for aged employees.

Teacher-initiated organizations—Growing out of the general feeling of security sensed by the teaching staff have come some teacher-initiated organizations which have tended to increase the collective security of all belonging. One is the Webster Groves Public School Employees' Mutual Benefit Association, which offers a plan of group insurance and hospitalization. The other is a credit union. These mutual organizations, initiated thru the leadership of classroom teachers and encouraged by the administration, offer a natural opportunity for teachers to use and develop qualities of leadership, and the staff is quick to observe and accept such leaders. Working together for the welfare of the group, the staff has learned to appreciate the special abilities of those directing these programs. The quality of service rendered the employees of the school system has been definitely influenced by an accepted responsibility on the part of individual members to work for the best interests of the mutual organizations in any capacity necessary.

These organizations, together with the broad base of security made possible by policies coming from an enlightened and friendly community felt thru its board of education and the ad-

ministration of the schools, have helped to create an atmosphere of freedom and security in working relationships which has been conducive to teacher growth and development and has given opportunity for group leadership in many directions. Technics vital to a democratic society, such as free discussion, group decisions, staff initiative, and group thinking, have operated in establishing the security enjoyed by the teachers in the Webster Groves public-school system.

Professional growth—One of the guiding principles of the administration of the Webster Groves public-school system is that each individual should be encouraged to grow continually in a manner natural to his own personality. This principle has led to a rather general acceptance of the feeling that if the teaching personnel is to remain adequate for the children with whom it works, continual growth in relation to new materials that come into the situation must take place. This attitude has resulted in the gradual evolution by the entire staff of a systemwide study program of in-service training. The educational program has been studied and evaluated and the results have been far-reaching. Efforts are being made continuously to create an atmosphere which invites and encourages members of the faculty to participate in a wide range of professional experiences. These experiences, like any true growing situation, vary greatly with individuals. They include participation in conferences, state and national conventions, workshops, summer schools, and discussion groups.

Conferences and conventions—Freedom in selecting the avenues which each individual pursues has resulted in an exchange of background and experiences with individuals from all sections of the country. Thus, a deeper insight into the social order and a better understanding of people and their common problems have resulted. As a partial recognition of the worth of participating in such conferences, the board of education contributes \$25 toward the expenses of anyone attending an out-of-state convention.

One may get an indication of the extent and range of these experiences by the following list of conventions and conferences in which teachers have participated recently:

Audubon Nature Camp, Muscongus Bay, Maine
National Council of Teachers of Mathematics, Baton Rouge, Louisiana
Conference on Elementary Education, Madison, Wisconsin
Western Art Association, Chicago, Illinois
National Education Association, Boston, Massachusetts
American Association of School Administrators, San Francisco, California
National School Cafeteria Association, Memphis, Tennessee
National Council of Teachers of English, Atlanta, Georgia
New Education Fellowship, Ann Arbor, Michigan
National Library Association, Boston, Massachusetts
Conference on Reading, Chicago, Illinois
National High School Drama Convention, Bloomington, Indiana
National Conference of Social Work, Atlantic City, New Jersey
Regional Conference of Progressive Education Association, Chicago, Illinois.

During the summer of 1940 a two-week conference, with nineteen teachers representing a cross section of the school system participating, was held on the campus of Northwestern University. The conference was set up by the School of Education for the Webster Groves teachers and was designed to help them in the study of their problems. There was no effort made to satisfy requirements for college hours. No tests were given or readings assigned; rather, the emphasis was on a democratic method for problem solving. The group worked together, and, to a significant degree, lived and played together for the two weeks' period. They visited a number of places of educational and sociological interest in and around Chicago. They visited the workshop and laboratory schools which were being carried on under the direction of the School of Education of Northwestern University. In the afternoons they had a number of persons representing many fields before them to discuss problems of peculiar interest to the group. The core of the conference, however, consisted of a series of seven morning sessions with William Heard Kilpatrick.

The conference was so successful that a second group had this experience during the summer of 1941. The experiences of these two groups have had a decided influence on the leadership of in-service training.

Summer-school attendance and teaching—Teachers are encouraged to seek experiences during the summer which will broaden their understandings and give them renewed inspiration to begin their work in the fall. The \$25 which the board of education contributes toward the expenses of anyone enrolled in summer-school work is just one tangible evidence of a leadership committed to stimulation of teacher growth. A significant number of faculty members who wish to carry forward investigation and further experimentation enter colleges and universities thruout the United States each summer and participate in workshops, while others seek specialized training in their respective fields of interest.

New and interesting fields are opened to others who each summer join faculties and teach in colleges and universities thruout the country. Openings on summer-school faculties, in demonstration schools, and as resource leaders in workshops are sought by the administration for those members of the faculty who have something unique to contribute. During the past summer, Webster Groves teachers served as faculty members in Charleston College, Charleston, S. C.; Ohio State University, Columbus, Ohio; Des Moines Workshop, Des Moines, Iowa; Drake University, Des Moines, Iowa; Washington University, St. Louis, Mo.; Northwestern University, Evanston, Ill.; Northwest Missouri State Teachers College, Maryville, Mo.; and Culver Military Academy, Culver, Ind.

Visitations—Contacts with other schools are encouraged further thru opportunities given to faculty members to visit outstanding systems during regular sessions of school. A portion or all the expenses of individuals on visitations is paid by the school district. In this manner teachers are encouraged to seek out and study unusual programs of education.

Freedom in classroom teaching—Participation in conferences,

attendance in summer schools, and the privilege of visiting other schools have contributed to the professional growth of teachers, but these would be hollow, indeed, without freedom to develop, in general harmony with the guiding philosophy of the school system, one's own technics in classroom teaching. The progressive attitude of the community has permitted the schools to carry on many experimental and forward-looking activities. Here, too, the administration has played an important part. By encouraging teachers to use their own initiative, by giving them freedom to explore and develop new possibilities within a given set-up, individuals have been made to feel that they have a worthwhile contribution to make. They have been stimulated to question the validity of old methods, to try out new procedures, and to break down long-established routines in favor of activities more conducive to child growth. Conversation during lunch has been enlivened by vigorous discussions and sometimes endangered by heated debates between different schools of thought. The administration has been most generous in its recognition and acceptance of desirable changes and, as a consequence, the staff has been constantly stimulated to do more creative thinking, planning, and acting.

A dynamic philosophy of education is under development— Thus it becomes apparent that because teachers have been stimulated to continue their professional growth, a dynamic philosophy of education is under development. There is an increased understanding and acceptance of the staff's need for growth. Because of this understanding the staff is looking at the curriculum with new eyes, having for its criterion the development of the whole child. For example, teachers are re-evaluating their own functions in the field of counseling and are realizing that guidance is inherent in every pupil-teacher relationship. They are recognizing the limitations of the old report card, for instance, and are willingly experimenting with more effective types of reporting to parents. In this respect an important change is coming about in the mutual attitude of teachers and parents. Parents are beginning to feel more free to seek out the teacher for advice

and counsel and teachers are turning more and more to the parents for information and cooperation in solving the problems which they face. Each is recognizing the advantages to be gained from mutually considering the child's problems and planning his activities to insure a well-rounded, steady, and normal growth.

Selection and orientation of new teachers—In a democratic society responsibilities must be delegated to the proper authorities. The board of education of the Webster Groves public-school system believes that the selection and orientation of new teachers is primarily the responsibility of the administration of the school system.

The educational program can be no greater than the personnel executing that program and one of the most significant ways of influencing the quality of personnel in an expanding organization is by the new teachers who enter the school system from time to time. The finding of teachers with great potentialities is considered of enough importance that time and money is expended for it. There are many more teachers employed who are *sought* out than there are who are *seeking* a place in the Webster Groves schools.

Discovering potential candidates—The administration has used many ways to discover potential candidates. During the past few years many of the appointments of new teachers have been made upon the recommendation of teachers, principals, supervisors, or other members of the professional staff. They have suggested persons whom they have discovered at conferences, professional meetings, in summer-school groups, and elsewhere. Other appointments, in the main, come from recommendations made by teacher-training institutions, colleges, and universities. The superintendent of schools has requested these institutions to call to his attention outstanding people whom they have discovered—ones in the process of growth, not ones who have "arrived." Candidates are often visited on the job so that observation in an actual working situation can be made.

It is the basic belief in Webster Groves that the school should represent the finest possible illustration of democratic living. If

this belief is to be developed and preserved, it is vital that the employment of new teachers be made on the basis of potential leadership in activities organized to promote democratic values. Thus such stock requirements as four years of undergraduate study and two years of successful teaching experience become incidental qualifications in the selection of teachers. Much more important are capacity for professional growth, ability to participate socially and professionally as an individual within a group and among groups, a broad background of understanding of the democratic processes, social sensitivity, and a live interest in the enrichment of his own personality thru activities out of school.

The beginning of continuous responsibility—Selecting the new teacher is only the beginning of a continuous responsibility of the leadership of the school system to give that new teacher the best guidance possible in developing his peculiar potentialities. The orientation of the new teacher is one of the most important steps in this guidance process. Realizing that the inherent nature of a suburban community makes the process of orientation a difficult one, an effectual effort is made by members of the teaching staff to make newcomers feel at home from the moment they arrive in Webster Groves.

The new teacher is invited to visit the city, if possible, before he begins his work. Frequently the visit is made at the expense of the school district. If school is in session, the new teacher visits the school system, meets some of his co-workers, and gets a general idea of the environment in which he will teach. A bulletin of information, especially prepared for new teachers, is given him, and usually an exchange of friendly correspondence precedes his arrival. This correspondence comes from teachers and principals with whom he will be more intimately associated, as well as from the central administrative office. A friendly letter of welcome announces the teachers meetings held prior to the opening of school, so that the new teacher arrives with some definite knowledge of the conditions surrounding his position. An effort is made to give him the feeling that he has a significant contribution to make in the system along with a group of interested co-

workers. The spirit of friendliness which pervades the staff contributes to the development of a feeling of *belonging* to the group.

Preliminary meetings for new teachers—The new teachers are asked to come to Webster Groves two or three days earlier than the general faculty group. During this time preliminary meetings, both social and professional in nature, are held. A bird's-eye view is given of the many interesting features of the organization. A luncheon serves to acquaint the new teachers with one another and with the administrators as approachable human beings. Visits to the buildings and group meetings prove most profitable. Teachers who are familiar with the community accompany new teachers in their search for living accommodations. After this preparation the first general teachers meeting is not an ordeal for a stranger on the outside of an organization but rather an enjoyable experience for an individual who is already a part of the group.

Excursions have been organized and conducted to points of interest in and about St. Louis during the first few weeks of school and a marked effort made to let each individual make the trips in which he is most interested.

The new teachers are given an opportunity to meet the members of the board of education at an early fall meeting of the board. This is usually a dinner affair. After a month or two of teaching, a meeting with the superintendent serves as a clearing-house for the many problems and questions that were not anticipated before school opened. Teachers are encouraged to state their reactions to various situations they have met. The principal of each building makes a special effort to confer frequently with the new teachers assigned to his building during the first few months of school. Numerous other courtesies are extended throughout the year by individual members of the staff; a dinner invitation, a picnic, an evening in a home all contribute to a feeling of being a definite part of a working unit.

Personal growth—Individuals absorbed in the rather difficult business of helping human beings to grow and develop adequately in the realm of wholesome democratic living must of necessity

lead interesting lives and have opportunity for personal growth and development that they, too, may be cheerful, healthful human beings who live effectively. The superintendent of schools in cooperation with many of his co-workers has for a number of years encouraged teachers to take advantage of every opportunity to lead interesting, varied lives outside of the classroom. The thought has been that teachers of wide and varied experiences will be happier individuals and have more to bring to their daily teaching.

Many opportunities are available in this section for participation in outside activities which tend to make teachers interesting people. For instance, cooperatives have been of absorbing interest to a number of the group. Community interest has been whetted thru membership in the various service clubs and civic organizations, and thru participation in the work of the Red Cross, religious organizations, Scouting, musical groups, theater guild, garden club, Audubon Club, and similar groups. A variety of work experiences other than teaching, such as clerking, hospital work, camp counseling, and others, has served to broaden the understanding and social outlook of many persons.

Providing for globe-trotting—The administration encourages the pursuing and sharing of individual interests. Thus a year's leave of absence for study or teaching or travel is not looked upon as an added administrative burden but rather as an opportunity for the total staff to acquire a broader background of experience. Teachers have traveled, studied, lived, and taught in Syria, Mexico, China, Denmark, and many other foreign countries as well as in parts of the United States. All feel richer because of the experiences which these globe-trotters have brought to the school. At the present time some representative leadership groups are looking forward to excursions for the purpose of becoming acquainted with other cultures and different sections of our country.

Teachers are also learning to play together. Under the leadership of a recreation committee, teachers have the opportunity to play together in one of the gymnasiums one night a week. Faculty

Play Night, as it is called, has proved to be quite popular. Such games as ping-pong, shuffleboard, and badminton, which are played early in the evening, are followed by square dancing. This has resulted in a number of western costume parties or "hoe-downs." Interest has spread to members of the community and so on Play Night parents and teachers meet on a basis quite different from formerly.

Since the Missouri Ozarks afford rare opportunities for out-of-door recreation, a number of men interested in this type of activity organized themselves several years ago in a group known as the "Bushwhackers," and the October outing developed by this group has become traditional. These activities have tended to form an *esprit de corps* among the members of the faculty.

Summary

1. The foundation for teacher growth and development is community confidence which has resulted in a broad base of teacher security. This confidence has been built thru the mutual interaction of the people of the community, the board of education, and the administration and personnel of the school system.
2. Because of the confidence which the community has in its teaching personnel and because of the steady growth of the personnel, some good beginnings have been made along the lines of:
 - a. Securing wide participation in systemwide organizations
 - b. Developing teacher-initiated programs
 - c. Encouraging constant evaluation of the educational program and experimentation with new ideas looking toward improvement
 - d. Recognizing the selection and orientation of new teachers as a major responsibility of the administration of the school system
 - e. Encouraging teachers to have a wide range of interests outside of the schoolroom.
3. Only a part of the distance has been traveled in this area of the general growth and development of teachers. There is no feeling that the school system has "arrived," only that it is on its way to the realization of some goals formerly established and to the refinement of goals for future guidance.

PARENT-TEACHER CONFERENCES IN ELEMENTARY SCHOOLS

Parent-teacher conferences as they have developed in the elementary schools of the Webster Groves public-school system have released in a significant manner creative talents for demo-

cratic leadership on the part of both parents and teachers. Thru the guidance of the administration, the conception that educating the children was the school's business alone has gradually changed to an attitude of mutual trust and cooperative action.

As teachers have grown in their philosophy and practice, they have come to appreciate more and more the importance of becoming sufficiently acquainted with the parents of their children to understand the problems, conflicts, interests, and needs represented in the home of each child. The traditional practice of consulting the parents only after some difficulty has reached the problem stage is changing to one of endeavoring to discover the needs of each child so that problems may be averted.

Parents, on the other hand, are realizing how much more significant their contributions to their children may become when working in close cooperation with the school. They are cooperating more and more with the school in an endeavor to discover the particular technic which will be successful with each child. This necessitates, of course, an exchange of considerable information between the home and the school in order that deep, basic understandings may be established and successful working approaches may be made. Walt Whitman said, "Affection shall solve the problems of Freedom yet; those who love each other shall become invincible." Teachers and parents alike are discovering how simple *tough problems* become when faced by individuals with a common will of helpfulness.

The feeling, then, is developing that more right conclusions will be reached if teachers, parents, and other citizens work together on problems of education and community improvement than is possible without a communitywide merger of ideas. The school system has turned the corner where the resources of the staff are considered adequate for meeting the needs of the children who come to the schools in Webster Groves. Thus efforts are made to bring more and more people of the community into the working situation of the classrooms. A survey of contributions which citizens can make has been taken and is proving of incalculable worth in broadening experiences and understandings

of children, teachers, and parents. The job of working out the best technics for making this survey has been largely in the hands of the teachers, and many have thus found outlets for leadership capacity. The lines of communication necessary to carry on a program in which the community has a vital stake are being established.

The program of intimately weaving the school and the community together has received a decided boost from two developments in the elementary school—the plan of individual conferences and that of group parent meetings.

Individual conferences—Individual conferences resulted directly from dissatisfaction with the type of report card used, which allowed only the choice of deciding whether Sally deserved an “A” or “B” in geography, for instance. However, the conception of educating the whole child, which has been a primary concern of the administration for a number of years, was a basic contributor to the development of individual conferences.

After considerable experimentation in the field of evaluation, teachers came almost universally to the conclusion that there is no substitute or short-cut for individual conferences with each parent. Visiting with Dick’s mother for a half hour usually resulted in the teacher and the mother coming much closer to a mutual understanding of Dick’s needs and abilities than any amount of correspondence. So many things can be said that cannot be adequately written. The personality of the parent becomes so much more real in a “face to face” visit than thru a sheet of paper. Such conferences often reveal problems other members of the family are having which have a direct bearing upon the child in question.

After considerable study and discussion to clarify ideas as to aims, technics, and benefits—it must be remembered that this was a new technic for most teachers and one about which they were a bit uncertain—a plan was set up whereby each teacher would have individual conferences with the parent or parents of each of the children in his room. The manner in which this program evolved offered excellent opportunities for leadership.

Those guiding the program were encouraging and sympathetic and helped to work out the mechanics of making it possible to have these conferences without overtaxing the energies of those participating. The teachers thru practice in holding the conferences definitely grew and are still growing in leadership abilities. The conferences contribute toward the development of an environment in which democratic living is possible.

The program has been so well received by the parents that it has gradually expanded into a systemwide practice on the elementary-school level and is being initiated slowly into the junior high-school program. Every parent is invited to school for at least two conferences during the year. More may be had if either parent or teacher finds it advisable. School time is allowed for conferences, and teachers give generously of their out-of-school time.

More effective teaching is taking place because of increased understanding of the child's personality and his home environment. Understanding of the needs of children is increasing on the part of both parents and teachers. Children's interests and hobbies during out-of-school hours are receiving greater emphasis and the quality of cooperation between parents and teachers is coming to be on an increasingly higher level.

Group meetings—Individual conferences improved the educational program so much that many people began to wonder about the possibilities of *groups* of parents meeting together. Again the leadership of the school system, consisting of the superintendent of schools, principals, and teachers who had insights into the possibilities of this program, not only encouraged but stimulated the introduction of such a program.

In developing this program, teacher and parent initiative have been given free play. It has been generally considered wise to organize groups under the leadership of the homeroom teacher. Since children usually remain with one teacher for two or more years in the Webster Groves schools, there is adequate opportunity for parents to become acquainted and establish working relationships with one another.

Some teachers feel a need to organize parent groups for recreational purposes. These groups come together three or four times a year, primarily just to "have fun." Needless to say, there are many byproducts. Other parent groups are organized to supplement the regular parent-teacher association meetings. Still others are organized to study the growth and development of children. In all groups an effort is made to establish an informal atmosphere, to create the feeling that each has something to contribute, and to think together for the benefit of the group.

The leadership of the educational program and those participating in it feel that group conferences are making their greatest contribution by facilitating acquaintance among parents. Teachers and parents who at first did not envision the opportunities in group conferences are now participating in them with enthusiasm and distinct success, and there is a consensus that both teachers and parents have grown with the program. Again, *knowing* is leading to *understanding* and *cooperation*. Parents and teachers are discovering multiple ways in which they can enlarge and better the educational program of the children of the community.

DEVELOPMENT OF INTEGRATED PROGRAM IN THE HIGH SCHOOL

Democratic leadership provides opportunity for allowing group thinking to become a motivating force for constructive change. The development of an integrated program of work in the Webster Groves High School is an excellent example of this principle.

Five or six years ago the scheduling of time in the six-year high school was basically the same as it had been for a decade or more. Teachers were meeting from one hundred and fifty to two hundred students on an average of sixty minutes daily. There was considerable discussion about the impossibility of knowing one's students, of the strain and futility of rushing spasmodically from sixty minutes of English on the third floor to sixty minutes of manual arts on the first floor, but classes continued to be scheduled in the same manner. Suggestions from the superinten-

dent of schools concerning the need for a thoro study of the traditional manner of scheduling high-school time in this country had been made on a number of occasions.

Volunteer group meetings are begun—Then a group of eight or nine seventh- and eighth-grade teachers decided to get together at least once a week after school and discuss their problems. The group was in agreement about the necessity for reducing the number of students which each teacher meets daily if the learning process is to have an opportunity actually to function. There was much uncertainty about how to go about this when the core curriculum was suggested as a solution; first reactions indicated a fear on the part of many of the teachers that they were not trained for core curriculum work and were not capable of handling it. There was a small nucleus, however, who saw an integrated program of core subjects as an answer to many of the needs of boys and girls, especially on the seventh-grade level.

Experimental plans are set up—There was enough constructive thinking coming out of the group to impel it to continue meeting for the purpose of discussing mutual problems. On this basis the volunteer group met for a period of several months and the members were often surprised to learn what significant help was secured from group thinking. In other words, they were experiencing the benefits resulting from democratic leadership. During this period of discussion there had been crystallizing the definite desire on the part of some of the group to set up the core curriculum on an experimental basis in the seventh grade. The assistant principal in charge of the junior high-school division had been meeting with the group whenever possible and with his cooperation and leadership a number of experimental plans were set up for the following year:

1. One teacher had a group of students for mathematics and science for two consecutive hours during which time he attempted to correlate these subjects.
2. One teacher assumed the responsibility for a group of seventh-grade students for a three-hour (half-day) period, during which time she attempted to correlate social studies, English, and mathematics,

and to make a definite attempt to meet the guidance needs of the group.

3. Other teachers were encouraged to discover possibilities of correlating related subjects such as art and a study of pioneer life, music, and speech.

The enthusiasm of the teachers working with these experimental groups, combined with favorable results obtained from the groups, and the sympathetic attitude of the administration of the school system, encouraged further experimentation. It was evident that teachers who met a smaller number of students daily were more aware of their needs and were able to do more about meeting these needs. Too, students felt a greater sense of security when they remained with one teacher and one group of students for a half-day period.

Other teachers were beginning to see the possibilities of scheduling students with one teacher for an uninterrupted block of time. Enough enthusiasm had been built for the core idea that the following plans were developed for the coming school year:

Seventh-grade students reported to a core teacher for one-half of the school day.

a. The core included basic subjectmatter, that is, language arts and social studies.

b. The art and library reading teachers were made available for special help whenever needed.

c. Teachers of special subjects to which students reported during the other half-day, such as music, speech, sewing, etc., were encouraged to consult with the core teacher to discuss opportunities to meet individual needs of students.

Program extended to eighth grade—The program has been generally accepted as successful and has been expanded to include the eighth-grade students, using essentially the same plan of organization. It has come to be recognized, by many teachers at least, that the significant element in the core approach is the block of time available to teachers to work with a given group of students. A careful grouping of subjects or areas of interest may facilitate the teacher's ability to use effectively such a block of time, but the experience of the teachers in the Webster Groves

school system does not lead one to believe that any particular pattern for grouping subjects is more effective than another.

Attempts have also been made in senior high school to schedule one teacher with the same group of students for two consecutive hours such as American history and American literature.

From this change in scheduling of time have come some far-reaching influences upon philosophy and teaching practice. To enumerate the most significant:

1. Teachers thruout the secondary level are beginning to question the traditional high-school pattern for presenting subjectmatter.
2. Integration is being used with more basic implications of meeting a student's needs thru living richly in school, while formerly the connotation was that of relating subjectmatter in units of study.
3. The importance of, and downright necessity for, teacher co-operation and planning is increasingly felt. Many small groups of teachers are now seeking times when they can sit down together for discussion and planning. Thus a democratic technic is being practiced.
4. The report card form of evaluation has been found inadequate when a conscientious effort is made to analyze habits, attitudes, personality development, etc. Many different forms of reporting have been tried. A letter to the parents followed by a conference generally has been found to be most successful.
5. Greater emphasis upon meeting individual needs of students has brought parents into closer cooperation with the school.

Shortcomings of the core program—Some of the shortcomings of the core program as developed in Webster Groves High School are recognized.

1. The training and experience of the teachers who have attempted the core program have been such that acquisition of subjectmatter perhaps receives greater emphasis than is desirable.
2. Difficulties inherent in any transition program have at times made progress slow.
3. Need for planning time among the core teachers is a problem which has not been adequately met.
4. A dearth of source materials and uncertainty about technics for developing source materials has been a felt problem.
5. Changes in personnel have made it difficult to build up a background of experience for the core.

It is only fair to add, however, that the leadership responsible for this program is making a constructive effort to solve these problems. For instance, the core teachers have been meeting together over a period of several weeks during the present school year for the purpose of studying technics of integration. Such subjects as the building of a psychological unit of study, the planning of units to meet individual needs of students, the social studies offerings in the elementary school (in order to acquaint teachers with the backgrounds of their students) have been discussed.

Solutions for difficulties—The writing and filing of resource material has received attention from the system as a whole, and the core teachers in particular are making an effort to collect source and resource materials. The administration of the school system is giving some thought to make it possible for a group of teachers to work together on this problem during the summer, and possible needs of the core are being considered in library materials which are being budgeted for the coming school year.

Integration within a traditional framework—The integration has also occurred on the senior high-school level within the framework of the traditional pattern for scheduling sixty-minute periods. About three years ago a clerical class—including general technics in office work such as filing, assembling, mimeographing, and letter management—was organized primarily to meet the needs of boys and girls who planned to go out into commercial fields upon graduation from high school. Believing that actual experience is more valuable than theoretical study, the class has been organized on a working basis. Jobs are received from all departments of the high school, from the superintendent's office, and from organizations in the community at times, and are used by the class as learning situations for whatever technics are required.

Most of the members of the class are also students in typing and shorthand so that they have available two or three hours daily for work when necessary. Time is so scheduled that each

student in the class has the opportunity to serve in the high-school office under the direction of the high-school secretaries one hour a day. Besides running all kinds of errands, they make out permanent office records, send out parent-teacher association notices, and prepare mimeographed papers.

In the superintendent's office they have done such jobs as helping with the mimeographing and assembling of special bulletins, and preparing mailing lists for the school publication, *Views and News*, which goes to the patrons in the community. They prepare seven or eight issues of *Library Notes* a year for the library in the senior high school, working out the lay-out, cover design, and so forth.

In the community they have done such jobs as preparing lists from the civilian registration cards and making the numerical and alphabetical lists required by the draft boards. They have staff meetings with the school secretaries at which time various problems which they meet in the high-school office are discussed.

Other departments make contributions—In turn, many departments of the school make contributions to the clerical class students. For instance, the speech department cooperates in giving pointers on voice, the effective use of the telephone, and so forth. Thru the cooperation of the home economics department, each girl is given information concerning the colors and types of clothes that suit her best.

As far as possible, the class is self-directed. Much emphasis is placed upon the importance of working together harmoniously. As the students come in with various degrees of previous training, the fast are taught to work patiently with the slow and the slow with the fast. Each student must work on several committees and be the chairman of one. Accurate records of the activities of each committee are required.

That a fine spirit of helpfulness is engendered in the pupils is shown not only while they are in school but by the group spirit that persists after graduation. They help one another find jobs and are always interested in how the other person is faring. It is immediately evident that this clerical class is a fine example

of integration as the entire content of the course is pointed toward a unified objective felt by all members of the group.

Summary

1. Integration in the Webster Groves High School has been developed thru teacher initiative and encouraged by a sympathetic administration; thus democratic leadership is truly functioning.

2. Integration is conceived as being more than a unifying of subjectmatter. It is a way of viewing the educative process as a whole. It emphasizes what is happening within the child.

3. Integration may be accomplished in any set-up where there is an understanding of the desired end, but it is possible to achieve greater results when schedules are made so that students remain with one group for a large block of time under the direction of a core teacher.

4. Integration has opened up many possibilities for cooperative working relationships among the people of the community, the personnel of the school system, and the students.

DEVELOPMENT OF CURRICULUM RESOURCE MATERIALS

The story of the development of curriculum materials in the Webster Groves public schools is that of the evolution of materials which follow and adjust to an emerging philosophy of education. Ten years ago it was more nearly the policy to plan outlines and administer tests to determine the mastery of content. This has changed to a point of view where the child rather than the material is considered the center of the curriculum and materials are planned accordingly.

In the early 'thirties the major effort was expended upon developing courses of study. In more recent years the emphasis has been placed upon the preparation of teacher aids in many different ways—recordings of large reservoirs of teacher suggestions and materials gathered from many sources. Present thinking is also along the lines of developing resource materials; that is, vivid accounts of worthwhile experiences which teachers have had with their children.

Many are responsible for the development of materials—The development of curriculum materials as used in the classrooms over a period of years has been dependent upon many people.

The superintendent of schools has been alive to the needs involved in current school procedures, has kept the way open for experimentation, and has made suggestions from time to time in such a way as to issue a challenge to the majority of teachers.

The director of research, as curriculum coordinator, has been willing and able to assist in organizing materials, adjusting methods, providing professional reading matter, and finally in directing the production committees of teachers and principals.

The teachers represent the significant force and resource in the development and production of "aids to teaching." They are organized into working groups around some idea or area which members of the system feel is in need of development. They work under the immediate leadership of a teacher chairman and the co-chairmanship of the director of research.

It is literally true that committees of classroom teachers have really produced the curriculum aids. It has been the general plan for several years for the curriculum committees to be named by the superintendent of schools. This is usually done after a conference with the director of research and after conversation with a number of members of the teaching staff. It becomes the duty of the teacher chairman to so adapt the materials produced that they are usable in the classroom. These committees nearly always begin with an appraisal of the needs of the area in which they are working. The time, for a few meetings, is spent in discussing these needs. Questionnaires are often used to determine practices and ascertain the type and extent of demands made by classroom teachers. The committee solicits the opinion of colleagues as to needs. Progressive trends are noted in professional literature. A point of view or philosophy is finally agreed upon in the committee, and materials are developed in keeping with the needs and the philosophy.

Then there are the principals, supervisors, and other resource people who participate on these committees just as teachers do. The job of studying the aids and getting them assimilated by every teacher falls to this group. If the philosophy involved demands an adjusted school day and totally different room sched-

ules, it is the principal in cooperation with others who must arrange for such adjustments.

Organization for work—The policy of keeping classroom performance in harmony with best practices has led to a curriculum study each time text material is selected. Requests for changes in curriculum materials can be made by any teacher or group of teachers. When such requests come to the superintendent of schools, they are considered by the superintendent in cooperation with teachers, principals, and others. If it is deemed advisable, a committee is appointed to make a study, determine trends, advise as to future recommendations, and in most cases provide for materials to implement the program. Text material, as such, is used now only in introducing reading, in spelling, and in arithmetic. It is greatly modified in these areas.

The size of the committee working in any one area at any one time has depended wholly upon the definition of the job to be done. In connection with an extensive job, such as the development of aids to teaching physical education on the elementary school level, some forty people cooperated. This group was divided into small working committees to develop materials for various levels, and finally the material was integrated by another small committee. When the group is small enough the committee works as a whole, usually meeting once each week.

Present productions are no longer called tentative courses but are called "teaching aids." It has been the conception of both teachers and others that these productions have their chief value in the professional growth of the persons sharing in the development of the bulletin or course of study and in the opportunities for leadership which it affords the personnel of the committee. It is also thoroly understood that revision of and departure from the courses or aids begins the day they are put into the hands of the classroom teacher, that is, the bulletins are treated as resource material. If the labors of the committee strike the spark of life vital to teacher and pupil needs, the production is successful; if not, it is soon forgotten.

Materials produced—In the period of years a relatively large

number of productions have come from these teacher committees. Some of these have been labeled "tentative courses of study," some have been recommendations for practice, some have been called aids to teaching in various areas. A partial list includes:

- Tentative Courses in Social Studies, Grades Kindergarten thru VI
- Tentative Course in Physical Education
- Aids to Teaching in Geography
- Aids to Teaching Literature Appreciation
- Aids in Selecting Recreatory Reading
- Aids to Teaching Music Appreciation
- Aids to Teaching in the Language Arts
- Aids to Teaching Primary Arithmetic
- Aids to Teaching Science in the Elementary School
- Recommendations for Reading in the Middle Grades
- Recommendations for the Testing Program
- Aids to the Socialization of Junior High-School Mathematics.

Illustration of a typical situation—Early in the school year of 1940-41, because of a felt need on the part of teachers for resource materials in the area of science on the elementary level, the superintendent of schools in cooperation with the director of research named a committee to explore the possibility of developing some teacher resource material. This group consisted of representative teachers from kindergarten thru Grade X. The chairman was a first-grade teacher at the time of the appointment. This committee of twelve people appraised the immediate need of children in a residential suburb and decided to bend the effort in the direction of observational and manipulative science at the elementary level.

A bibliography of material from current periodicals and professional books on the teaching of science was prepared. This material was assimilated and discussed by the committee.

This was followed by a discussion of the specifics to be developed. At this point it was decided to find just what manipulative and observational science was already in use, or available, among the elementary teachers. It was found that a considerable wealth of material was already available and incorporated in the activities of the elementary school. It was suggested that a tentative

bulletin be issued listing and describing the many science activities and pieces of equipment that were already in use in the schools. This material was then studied, and plans evolved for enrichment and for filling some of the gaps in the program. Each member of the committee was delegated certain tasks in this connection.

When the total compilation was again assembled and checked, it was felt that readings might well be added in order to be of greater help to the teachers. References, in nearly all cases, came from several grade levels and made it possible to use the material in heterogeneous groups.

The subjects treated are air, water, sun-moon-stars, weather, temperature, electricity, magnetism, heat, light, plants, animals, sound, rocks, simple machines, and chemicals. These titles sound much like those of advanced science, but very usable and simple experiments can be devised from many of these.

The resource references are not graded, hence teachers must acquaint themselves with the entire bulletin before they can refer to it specifically and have exact knowledge of the aids that are available. The bulletin contains only 65 mimeographed pages and is not a great chore to peruse.

A minimum list of materials which will be needed is included in the bulletin. These can be used jointly by a number of classes if they are stored in some central place.

*Providing source material for teachers developing a unit—*Leadership in developing resource materials has taken a slightly different direction in helping teachers find source material to develop a unit of study. A teacher may seek help in finding suitable materials for a unit of work or may ask for a professional bibliography on a certain subject. The intent is to respond to every call by providing the best material at hand.

In order to do this a reference and professional library is maintained. This library contains ten years of continuous files of some twenty-five professional magazines, some six hundred professional books, and many accumulated references. The library which is under the supervision of the director of research provides a lab-

oratory for curriculum work. It is available to any teacher as a place of study and research during free time.

Suppose a fourth-grade teacher calls for aid in developing social studies material focusing on the development of America. The problem may be so defined as to call for reading material ranging from second to sixth grade in difficulty. Using the resources of the library and of the school from which the request comes, the director of research prepares a bibliography of materials focusing on specific units but with varied vocabulary difficulty so as to care for individual differences.

In conclusion—In conclusion it may be said that the educational program of the Webster Groves public schools has developed thru the cooperative thinking, planning, and acting of all persons concerned. The administration of the school system has made an effort to discover the needs of the community and to establish tentatively goals to meet these needs. These tentative goals are evaluated and matured by group thinking and planning with the widest possible participation. As needs have changed, new goals have come into the picture, so the program has taken on a flexibility which encourages continuous study and experimentation.

Democracy as a way of life which recognizes the right of every individual to grow and develop in a manner compatible with his personality as long as the common good is not jeopardized has been the keynote of the administrative leadership of the school system. Thus an effort has been made to help each individual feel he has a unique contribution to make—one which only he can make—and that the result of all these contributions shall be more basic understandings of the needs of boys and girls and more effective ways to meet these needs. This is considered to be the basis for an efficient working environment.

Chapter XI

INSTITUTIONAL SERVICES

Every child remembers the description of the school teacher given by Washington Irving in which he had Ichabod Crane exemplify the typical schoolmaster. Ichabod knew a good deal about books, but Ichabod did not know very much about anything else. For years the idea has existed that an educational institution was a place where a person went to study books, read dull reports, listen to duller lectures, and finally graduate with a degree so that he could go out and use it to make a living. The idea of the kind of a place in which learning takes place has been long described as a cloistered atmosphere:¹

... The correlation of education into a perfect synthesis is perhaps fully possible only in the small college or boarding school where the entire time of the student may be woven into a pattern; where he learns to think intelligently about life as a whole, to carry this thought into community service, and to play beautifully and gracefully as a byproduct of this thinking; where mere daily existence becomes a training for a thoughtful, gracious, well-balanced, and cultivated life. The great charm and the great power of the small college, often criticized as cloistered, is that it offers to the student an ideal world where, sheltered from the cramping struggles, embittering inequalities, hopeless impasses, and debasing compromises of the outside world, young people can live for four years a life of ordered beauty in which only intrinsic values count—an ideal pattern toward which they struggle ever after to shape the actual world with an initiative, organizing ability, and independence developed by the system of responsible self-direction in vogue in these institutions.

This notion, however, that an environment is completely divorced from the realities of human experience, is being shattered. Professors in colleges and universities and leading college and university presidents are realizing that education cannot be confined within the halls of a school. An institution of learning must

¹ Ruth Mary Weeks, chairman. *A Correlated Curriculum. A Report of the Committee on Correlation of the National Council of Teachers of English*, English Monograph No. 5, National Council of Teachers of English. New York: D. Appleton-Century Co., 1936.

serve society at large. State institutions have a direct responsibility to those who contribute to their existence. Private universities are obligated to contribute their laboratories and their staff to the services of private industry and business and to public institutions. Lines between study, research, administration, policy formation, and actual experience in the world of work are becoming less sharp all the time. The general public and institutions of learning alike realize that education and research can be of greatest value when they are closely related to the problems of human experience.

For a number of years individual professors at various institutions in the country have served on committees of state, business and industry, local and county school groups. Some have served as consultants; some have advised on the formation of policies; some have made surveys followed by recommendations for improvement; and many have spoken to conferences and meetings of various kinds. For a long time schools, colleges, and universities have offered extension courses to adults. All these services are a form of institutional leadership. These services, however, need to be reanalyzed and extended into modern needs. In addition, new types of services must be offered by institutions.

The place of the training institution as a "leader in ideas" has long been appreciated. It is the purpose of this chapter to treat the more varied services that are extended by the school to its supporting area. The editors take the former service for granted and consequently do not devote space to examples of it here.

GIVING TEACHERS EXPERIENCES AS APPRENTICES

The traditional campus training school has prided itself upon being nonconventional. That is, it has existed largely because it has boasted of the fact that it gave teachers experience in a refined atmosphere under the direction of superior teachers who were working with selected children. Everything could be carefully controlled. Great stress could be laid upon correct methodology, and the teachers in practice could have the advantage of shuttling between the training school, the library, and the pro-

fessor's office with as little delay and expenditure of energy as possible.

But it was found that this type of experience which conserved energy for the student did not likewise provide breadth of activities nor did it equip the beginning teacher to assume the total responsibilities of a community. If a teacher is to carry forward a modern curriculum program involving participation and planning with pupils and parents and other teachers and providing for integration of instructional experiences with contemporary personal and community problems, this restricted variety of teaching experiences was not satisfactory. Beginning teachers must have the experience of living in contact with the total life of a community. Leadership in improving practice teaching experience becomes a joint affair between individual school systems and schools of education.

At Mary Washington College in Virginia the staff recognized this need for more complete experiences on the part of their beginning teachers, and in the spring of 1938 asked the Virginia State Board of Education to approve a request by the college to discontinue the campus training school so that they might inaugurate a program of apprentice teaching in the field. The staff began then to build a four-year program including apprentice teaching away from the campus for one full quarter. Actual experience in the field is preceded by a program of counseling and guidance and by a program of general education for three years. During the fourth year in connection with professional courses the elementary teacher trained at this institution spends one full quarter away from the campus.

In selecting a place for the intern to work, supervisors, principals, and superintendents keep the college informed of the outstanding school situations in which apprentices are desired. Teachers also let it be known when they would like to have an apprentice teacher. Special attention is given to making selections of situations in terms of the abilities and interests of the apprentice teacher. The selection of a teacher to assist an apprentice is considered a worthy recognition for excellence. An apprentice

pays the regular college fee for the quarter he serves, and the college pays the apprentice's room and board in the school community.

Many principals ask for apprentice teachers who have special talents in music, dramatics, art, or dancing in order to strengthen the program of the small school. These apprentices owe their first responsibility to the participating teacher and to the pupils in her classroom. Her first job is to know the pupils as well as she can. Then she begins gradually to fit into the activities of the classroom by assisting in organizing a rhythm band, or by teaching certain pupils how to use certain equipment, or by planning with small groups of children in making decisions, securing materials, answering questions, and helping them with individual problems. Gradually she becomes a member of the class and the problem of the transfer of authority from participating teacher to apprentice teacher is insignificant, in that there is no question of the transfer of authority from one adult to another.

As soon as the apprentice teacher attains certain acceptance among the pupils in the class she then begins to expand into the school activities, working with glee clubs, orchestras, coaching plays, assisting in the library, planning special observances, exhibits, or working in unified programs for the entire school. At the end of four to ten weeks, depending upon the ability of the apprentice, the participating teacher feels free to let the apprentice assume responsibility for the whole program for the day or for several days, or in some instances for several weeks. In order that she may know the pupils as well as she can, she and the participating teacher visit part of the homes of the pupils together. As soon as the apprentice has learned the technic of meeting and talking with parents about their own children she goes alone to the remaining homes.

The apprentice teacher enjoys most of the privileges of the teachers in the school system in which she serves her apprenticeship. The services of the elementary supervisor are available to her as well as the materials in the professional library. With her participating teacher she attends all faculty meetings, group

conferences, parent meetings, study groups, regional teachers meetings, and the social functions sponsored by the school or by the local educational associations. Thru this participation she becomes aware of the opportunities utilized by teachers in furthering their own growth.

During the period of apprenticeship, the apprentice undertakes an educational problem for research. The problem is selected cooperatively by the apprentice, the participating teacher, the principal, and the director of apprentice teaching from the college. An effort is made to select a problem of concern to the faculty in the school community, so that the results may be of value in improving the total school program. These problems are usually nonstatistical in nature and grow out of the actual contacts with problems which the apprentice teachers and the participating teachers are trying to solve in the classroom.

Members of the college faculty who teach professional or semi-professional courses have the opportunity of visiting schools to observe apprentices at work. This has served to keep instructors acquainted with the problems faced by beginning teachers, and in some instances faculty members have developed a new point of view toward instructional procedures which have resulted in changes in their college courses. There has also been a tendency, as a result of this experience, to improve the relationships between courses in general and professional education. The college assumes the responsibility for following up the apprentices and for making the library and other facilities of the college available to them. The close contact with elementary supervisors enables the college to keep informed of work being done by graduates.²

WRITING DOCUMENTS

Faculties in universities and colleges can take leadership in assisting in the preparation of materials for teachers to use in the classroom. In connection with many of the modern curriculum programs there has been a movement to prepare supplementary

² Material for this description of apprentice teaching at Mary Washington College at Fredericksburg, Virginia, was supplied by E. Boyd Graves, associate professor of education.

materials and to call upon the staffs of various educational institutions to assist in the writing.

The Michigan State Department of Education produced for teachers a bulletin dealing with the human and physical resources of Michigan as they affect education.³ In the preparation of this bulletin professors from several state colleges and from the university wrote upon such things as the mineral resources, Michigan government, unemployment, land and forests, the family, the people of Michigan, and the role of the school as a social institution.

At the University of Arkansas, staff members assisted in the preparation of a bulletin giving source material on the natural resources of Arkansas.⁴

In schools of education at the University of Virginia, College of William and Mary, University of Texas, University of Alabama, George Peabody College, and many others, professors have taken leadership in directing the production of bulletins for curriculum work as well as actually engaging in preparation of some of the material themselves.

INSTITUTIONAL COORDINATOR

Many times relationships between higher institutions and public-school systems have been improved by the service of the coordinator. In the Virginia state curriculum program, use was made of coordinators at several of the state institutions. These men were employed by the Virginia State Department of Education to serve the public schools in a region of the state. They worked in cooperation with the state institution in that region and either enjoyed temporary membership on the staff of the institution or had an office location with the institution.

In Arkansas a state coordinator, from the state university, on in-service teacher education has been employed. He works under the direction of a state administrative committee appointed by

³ Michigan State Department of Public Instruction. *Michigan Today*. Bulletin No. 307. Lansing, Mich.: the Department, 1937.

⁴ Roberts, R. W., and others, editors. *Arkansas' Natural Resources; Their Conservation and Use*. Fayetteville, Ark.: University of Arkansas Bookstore, 1942. 452 p.

the state commissioner of education. He prepares tentative plans for programs of teacher improvement; recommends the appointment of committees to study special problems; visits and consults local school authorities in communities approved for study of specific problems; cooperates with college and university officials to improve student teaching centers; and assists in conferences, extension work, workshops, preparation of bulletins, study materials, survey forms, and news articles for the public. The coordinator spends about two-thirds of his time on the field and the remaining one-third at the university. This type of leadership enables the university to render valuable service to the schools of the state and at the same time to have important contacts with the problems upon which both local communities and the university are working jointly.

COMMUNITY SERVICE

Another form of leadership is to be found in the belief that a state institution shall give service to the people who support it. If the college staff remains in its office most of the time, they quickly lose contact with field problems. They also give evidence very easily of being sometimes intolerant of immediate problems, which frequently contributes to the idea that their's is a more sacred calling than that of those who work with everyday problems. There is no good reason why a dichotomy should longer exist between the student and the worker. He who works with human problems in a social world must be a student. And he who studies these problems can be improved by working in them. For years those who live on the firing line have used the terms "theory" and "practice" as if the two were entirely apart and were entirely different activities. Higher institutions can take leadership here by making it possible for members of the staff to have experience in the field as well as on the campus.

Mississippi State College⁵ has always been dedicated to the belief that its fundamental responsibility was to clarify the meaning of

⁵ This material has been provided by the cooperation of J. R. Morton, professor of adult education, Mississippi State College, State College, Mississippi.

democracy and to make available to the people of Mississippi the facilities necessary for its effective functioning. In line with these general aims the institution has further committed itself to the beliefs that human decisions and planning are most likely to be successful when made on the basis of pertinent information and that knowledge is worthless unless it can be translated into happy human living.

In 1938 the Department of Adult Education and Community Service was initiated at Mississippi State College for the purpose of providing, in whatever ways possible, educational opportunities to the people of the state unable to participate in any regular campus program of college instruction. The activities carried on by this department are organized around the assumption that education is a process involving the following steps:

1. Clarification and definition of human problems to be solved
2. Examination of the experiences of others in dealing with problems similar to the ones at hand
3. Drawing of conclusions and making the plans for action which seem to be rationally justified, both with respect to ends desired and in the light of pertinent experiences.

In order to use this method, people must not only have ready access to reliable information but also must have practice in the control of their feelings and in the use of rational processes. Generally speaking, provision of experiences contributory to realization of these ends has been the business of the Department of Adult Education and Community Service; specifically, its activities have been concerned with a wide variety of particular information immediately related to the interests of the groups participating in its projects. Since permanent programs of community development usually originate from leadership within the group, the policy of providing community services only at the express invitation of local leaders has been followed. During the four years that the program has been in progress, staff members have spent about a third of their time in writing, speaking, and participating in group discussions for the purpose of interpreting the philosophy outlined above and pointing out to the people of the state some of its most immediate and specific implications.

The current program of educational services for adults provided by Mississippi State College received its principal impetus from the following sources:

1. A college administration which established a policy of institutional leadership not based solely on traditional procedure but rather on giving service to all the people who support the institution. Consideration has been given to improving their health and general living conditions, increasing their incomes and developing their

employability, and to broadening their understanding and widening their scope of activity as citizens of a democracy.

2. A member of the college administrative staff, formerly a state supervisor of high schools, who grasped the fact that the responsibility of the public school was changing, and that as other social agencies were developing rapidly, the best way the schools could assume leadership was by having teachers who were aware of what was going on and who appreciated their professional opportunities and responsibility for service to all the people.

3. An agricultural organization, the Farm Security Administration, whose leadership appreciated the importance of developing an informed and independent rural population in the United States and the necessity for a continuous program of training in order to keep its own professional leadership up to date and working effectively.

4. A lay organization, the parent-teacher association, eager for training opportunities for its own leadership and appreciative of the necessity for general lay participation in community enterprises.

5. Various federal work projects, the adult education project, the library extension project, the recreation project, all of whose leaders believed that a continuous program of training for their own personnel had to be available if these projects were to provide service in themselves or to improve the employability of their workers.

6. A group of county superintendents of education interested in using trained advisory services and programs of continuous in-service teacher training as means for improving the efficiency and popularity of educational services in their counties.

7. A group of local school officers, Y. M. C. A. secretaries, and other public officials interested in improving and expanding the educational opportunities available to the people in their communities.

8. Other agencies, such as the state department of health, the agricultural extension service, the state department of public welfare, etc., whose personnel was not interested in participating in any program of continuous education available at Mississippi State College but was willing to cooperate in the use of equipment, facilities, etc.

9. A group of leading citizens of the state interested in any set of activities which might increase popular understanding of current problems and their possible solutions.

10. A state supervisor of forums, able to secure an appropriation of state funds and successful in enlisting active participation of various colleges in the state for the purpose of organizing county and community forums.

Specific activities thru which the Department of Adult Education and Community Service has thus far carried out its program include

a variety of short courses, correspondence courses, advisory and lecture services, community forums, loan library services, and a limited program of research believed to be essential to the further progress of these activities. Organizations and agencies utilizing these services include school organizations, county teachers associations, parent organizations, women's clubs, community councils, trade associations, agricultural agencies, county health departments, and various educational and welfare projects maintained by the Federal Works program. It is believed that thru the channels of these organizations and from the activities of their leadership, thousands of people, not otherwise touched by the College, will have the benefits of some experience with the practical methods of education.

The most extensive program of activities carried on for any single group has been for rural teachers. This is due partly to the fact that many of the leaders in the movement as a whole are school officers, partly to the constant pressure on teachers to improve their professional qualifications, partly to the fact that opportunities for in-service professional training for teachers have been very limited in this state, and partly because such professional and philanthropic organizations as the Southern Studies Commission, the American Council on Education, the General Education Board, and the Rosenwald Fund have cooperated in the development of these activities. Teacher-training projects now in progress include: (1) extension classes; (2) advisory services for teachers, school administrators, parents' organizations, and schoolboard members; (3) night and Saturday campus classes; (4) short courses, both on and off the campus; and (5) workshop activities, both on the campus and in the field. Both private- and public-school teachers participate in these projects.

PROVIDING WORKSHOPS

For a number of years universities and colleges have been experimenting with the workshop technic. These workshops in the main have been devoted to a study of curriculum problems and to evaluation. Teachers have been brought from single school systems to spend several weeks in the summer at the university in studying the problems of their own school system and in preparing curriculum materials to use. These workshops have been operated either under the auspices of national educational organizations or particular universities. In some instances, teachers in the local school systems have gone to the universities and simply used the resources of the university during the summer period

for their own work. In all these workshops, however, the staffs of the higher institutions have participated in improving methods of teaching and in offering their services to teachers who have already had their basic training and experience.

In other instances higher institutions have lent certain members of their staff to local school systems to direct or participate in workshops in the local schools. For the past three summers Modoc County, California, has used one member of the staff of the School of Education at Stanford University, and other members of the staff have been used at different times. Some members of the staff of Northwestern University participated in a workshop at Springfield, Missouri, for their teachers during the summer of 1942. Two extensive workshops, however, were operated in the summer of 1942 which were somewhat different from the conventional pattern.

The University of Arkansas at the request of the state administrative committee offered a workshop for experienced teachers to study community school problems. At the same time, other courses in the University were to be organized on the graduate level which would relate to these community life problems. The plan of organization was to permit individual students or small groups of students to work on individual community problems. Qualified consultants in the field of conservation, health, rural recreation, sociology, agricultural economics, and home improvement were offered. Other agencies concerned with improvement of rural community life, such as the church, the state board of health, and the various state and federal agricultural and conservation agencies, provided consultation service. Related courses in community organization and problems, agricultural economics, home improvement, and state resources were offered.⁶

At Stanford University a workshop was held by the California State High-School Principals Association in the summer of 1942. One of the members of the staff of the School of Education was director of the workshop and organized and planned

⁶ The material referring to Arkansas has been supplied by H. G. Hotz, dean, School of Education, University of Arkansas, Fayetteville, Arkansas.

for it. The purpose of the workshop was to bring together a group of not more than fifty people, twenty-five secondary-school administrators, and another twenty-five workers with community organizations dealing with youth. Such organizations as Scouts, social welfare, public health, juvenile correction institutions, employment, and recreation were represented. These fifty people were drawn from twelve communities in the state which had previously pledged their interest in planning more comprehensive and coordinated educational programs for youth. Members of the workshop devoted their time to drawing up definite plans and programs which they would put into operation in their community when they returned. This type of work led immediately into the organization of local community councils, which went beyond the program of formal education. The University in this instance took leadership in helping administrators to see the need for extended education in the local community and rendered service in making available to school administrators and other public workers the resources of the University.

CONSULTANCY SERVICE

For years higher institutions have contributed consultancy services by having individual members of their staffs serve local school systems as consultants. These people usually spent a small amount of time in the local communities consulting on curriculum programs, school finance, problems of administration, improvement of instructional practices, and the in-service development of teachers. Such services have been valuable to the local school systems and at the same time have been helpful in keeping members of the staff of higher institutions close to the problems of public-school practice. Many of the curriculum programs in this country have been built by having a number of individual consultants work with state and county departments of education. Other consultants from time to time have been attached temporarily to commissions consulting in local areas or to summer-school staffs of colleges and universities.

Consultancy service is better than extension courses because it

overcomes the difficulties of operating on the basis of college credits, the difficulties of working with large groups of teachers on general problems, the difficulties of working only with boys and girls and men and women in the communities involved.

The state teachers college of Florence, Alabama, has worked out a type of consultant service with Alabama communities. The consultant is a combination field man and college teacher. He has certain duties to perform, such as helping the teacher in a county see more objectively the social and economic problems of their community and their region. By actually spending some time in the community he not only spends some time helping the teachers to analyze the problems but also engages in the solution of them. Children in the fishing village, tenant children on delta farms, children from crowded slums, children who suffer from isolation and from economic needs, colored children faced with the lingering problems of slavery, all work over the same texts and same school programs. The duty of the consultant, then:

... is to bring into the county, as Matthew Arnold would say "a current of true and fresh ideas." His is to help the teachers analyze the particular problems of their area, to understand how growth is achieved thru pursuing the interests involved in solving pertinent problems, and to help them discover the available materials needed in accomplishing desired ends.⁷

A consultant may have from one to five or even six counties and still carry nine hours of teaching. But six is too many. Occasionally the consultant visits each school of each of his counties, going at such times with the county supervisor or superintendent. Ordinarily he visits each county once a month. At these times all the teachers and administrators meet at a central place. The superintendent, the supervisor, or the president of the teachers association sometimes plans a program to include recreation, supper, visual instruction, exhibits, or field work in addition to the time allotted the consultant. Representatives of all the constructive agencies, private, state, federal, are invited to confer with the teachers. Time is set aside for these representatives to explain to the teachers the aims and nature of their work. Thus social reconstruction is seen as a cooperative enterprise in which the school must do its part in harmony.

⁷ For the material from the state teachers college, Florence, Alabama, we are indebted to Morris R. Mitchell, head of the education department.

In the experience of this institution, during the first year the consultant uses two hours for lecture and discussion. Those sixteen or eighteen hours are needed for laying a basis in philosophy for a broad functional program. Such an amount of time seems necessary in order to present a philosophy of education which regards cultural patterns not as static but fluid, economic handicap not as inevitable curses but as modifiable circumstances. In addition to arousing teachers to the unlimited opportunities of service before them, it is necessary to take time to reassure those who would feel the insecurity of despair thru fear of their inability to make the suggested changes. It is necessary to give assurance that only gradual advances are contemplated and that all that is sound in past method is to be continued. Many teachers need reassurance that the curriculum will merely be enriched, and that gradually, in better adjusting the school programs to the needs of the community.

It has been found that in succeeding years the consultant should take less and less time for lecturing and should give increasing time to work with the county superintendent, county supervisor, and the elected county steering committee. This service needs to be in helping them to divide the teachers into suitable interest and discussion groups; in planning extended field trips of even a thousand miles or so with county leaders to schools of unusual quality; in helping leaders plan for graduate study; in seeking fellowships for such study; in making available visual materials; in helping to organize a materials bureau; in helping school and communities to plan for their development; in bringing to the county various types of experts to seek out natural resources, to advise on social, political, economic, or educational organizations; in arranging field trips for large groups of teachers in studying the work of CCC camps, NYA groups, visiting demonstration farms of the extension service, of FSA farms, and the like; in arranging for displays of conspicuously successful work in line with functional education.

In engineering such activities he takes increasingly a background position. He tends to work increasingly with many people. He travels considerably over the county and studies it, historically, geographically, and socially. But thru all he must keep in mind the prospects of making education more useful in raising the standard of living of the people as regards material well-being, physical well-being, and right social organization.

Let's take a county in point. This county was naturally infertile in soil, but, with fifty inches of rain annually, was well covered with deep-rooted pines. These forests were early ravished, much of the land cleared, the already poor topsoil washed away. Great poverty naturally ensued and with poverty came its related ills—ill health, ill housing, ill clothing, and ill feeding. Thousands of acres had to be

abandoned. Today a number of areas are towns or cities only in name, pines or oaks filling the streets and spreading apart the stones of former sidewalks along which are to be found no homes at all. The county is covered to the extent of 83 percent with forests. The remaining 17 percent comprises open land, towns, and roads. Fields are, in large part, abandoned. Thus, little indeed of the county is actually farmed. Yet the teaching of vocational agriculture has differed little in this county from that in most. In this county, comprising 83 percent forest land, almost no attention has been given to forest care. Thru mismanagement the forest land has been yielding annually an average of only 86.14 board feet whereas it should yield 500 or 600 board feet annually. This want of wise forest management is thus reducing to one-fifth the income that should rightfully be expected from the county's natural resources in timber.

In this county the consultant's duty clearly is to arouse the teachers to see this situation objectively and to help them think thru a suitable educational program for improving and maintaining the forests so as to derive a high and constant income therefrom. This purpose involves immediately such matters as study of the means of fire prevention, as overcoming superstitions that burning thru the forests destroys boll weevils, acquainting all with the program of the U. S. Forest Service, with its watch towers for fire prevention. It involves, further, having the children actually engage in setting up school forest plantations in which each child is encouraged to work at least one-half day a year (from say the fourth or fifth grade on) in such projects as thinning, pruning, culling, and planting, in making fire breaks, in preparing fire fighting equipment, in studying types of trees, diseases of trees, and insect enemies.

But such a program for this county involves still more. Lumber on the stump sells today in this locality for from five to seven dollars a thousand board feet. Sawed it sells, green and rough, for fifteen or twenty dollars per thousand board feet. Dried and dressed it sells for thirty-five to fifty dollars. But manufactured into barrel heads, staves, doors, windows, furniture, educational toys, a thousand board feet of lumber might sell for \$200, \$400 or even \$600. Thus the county must be brought to a consciousness of the folly of selling their resources in a raw state, convinced that their real economic salvation lies in the refinement of their resources. Sold on the stump there is no income from labor unless the local people happen to be hired at starvation wages to cut the trees. Under such circumstances they are literally selling their birthright for the proverbial pot of porridge.

Actually the challenge is a deeper one still. For high industrial organization of a competitive nature has not brought prosperity for the masses or peace to the world. There are problems toward which

the world is turning more seriously now and more realistically than ever before—problems of how to introduce more democracy into our economic planning and management, how better to balance our motives of self-seeking and of social service. Thus the problems for economic, social, and political consideration lead naturally on into the realm of the most profound problems, eventually even to the consideration of pure science and philosophy.

Another type of consultancy service is one which involves the total school of education and a local unit of school administration. This type of service is rather rare. Probably the best illustration of it is to be found in the program developed jointly by Santa Barbara (California) County and Santa Barbara city and the School of Education of Stanford University. This program was begun back in 1935 when arrangements were made for a curriculum revision program in Santa Barbara County and city. There was definite need for formulating a common philosophy of education for both elementary and secondary groups. There was also a need for dealing with questions of sequential development of instructional materials, subjectmatter content, administration, guidance, and classroom organization. To provide help in all phases of these school problems the services of fourteen members of the staff of the School of Education of Stanford University were secured. These staff members formed a consultant group and together as a group spent enough time in Santa Barbara to be equivalent to the services of two or three full-time men.

From 1935 to 1940 the entire staff operated as a body. Since 1940 the consultancy service has been on an individual basis. During these five years of total consultancy complete revision was made of the elementary curriculum and major revisions were made in the secondary curriculum. Changes were also made in school policies and administration which would be in keeping with the curriculum program.

In order to maintain a unity in the relationships between the University staff and the teachers and administrators of the local schools, a coordinator from the Stanford staff was selected. His chief responsibility was to be sensitive to the relationships in the

program and to such problems and plans in which the consultants could aid the local staff. This involved careful study and observation of the practices in the local schools and of the problems of the teaching group. There were three important phases of the work of the coordinator which served to unify and strengthen the program. First, he was responsible to all local people in administrative positions. This involved observation in the local high schools, consultation with the principals over the needs in their schools and over the areas in which the consultants might engage. In the second place, the coordinator was to plan with the University, city, and county educational leaders to make the most efficient use of the time of the consultants. Third, he was to keep the total consultant group on the University campus continuously informed of the kind of help needed by teachers and administrators and to plan a schedule of meetings and conferences to care for these needs.

The contributions of the consultants to the curriculum development program were of three major types: first, service on the field needed to carry forward the local program; second, provision of campus activities for local groups during the summer; and third, editing materials for the teachers.

While the consultants were on the field they rendered various types of assistance. One of these was concerned with assisting local school people in the formulation of a philosophy of education and in the development of a scope and sequence of educational experiences. This was done thru holding institute sessions in which curriculum principles were discussed, in calling together groups of teachers for committee work, and in leading conferences of large groups of teachers on the reports of the smaller committees. Assistance was also given in the interpretation of the committee reports to the total teaching staff in the city and county.

The second type of field service was in observing classroom procedures and working with teachers and students. As teachers began to change their philosophy, they were in need of assistance in the classroom in developing activities and experiences in har-

mony with these newer points of view. They ran into problems of teaching technic, problems of the selection of subjectmatter, and problems of securing specific information. The University consultants rendered active service here. In one school, for instance, one consultant helped the youngsters determine how to make a doorbell which would work, and as he did so explained to both teacher and pupils the actual problems and principles involved in the construction of the doorbell. In another situation the same consultant helped children answer the problem of why certain plants flourished in the soil in their school yard and why others did not grow. They were in an isolated rural area and were not able to buy everything they wanted quickly. He participated in the discussion of alkali and acid soils, showed them how to boil purple cabbage to make litmus solution, and then helped them plan a demonstration to test their soil. Assistance was given by other consultants in developing technics in music, in reading, in analyzing special talents, in discriminating regarding health practices, and in discovering children's interests.

The third type of activity of the consultants consisted in conducting work meetings with teachers in special fields. After consultants and local supervisors had visited classes, they found that groups of teachers would be confronted with the same types of problems. Work meetings were organized and conducted by the consultants. These work meetings set out to solve certain definite problems, such as, for instance, "How long can one continue free and undirected painting and drawing activities that are being suggested for the primary children? To what extent should construction and drawing be directed by the teacher? What substitutes are there for construction activities?" At these work meetings illustrations were drawn from the actual classroom visitations.

Another type of activity was assisting in the development of source units. A group of elementary teachers wanted to develop a source unit on three different communities. General help was given by one of the consultants on the development of the major pattern of source units. To this pattern each consultant con-

tributed in terms of his own fields and experiences. One suggested number experiences; another suggested experiences in reading, writing, spelling; another in field trips; still another experiences in analysis of community life, social problems, art, and music. In the secondary-school, groups of teachers met regularly to build source units for the core program. The consultants sat with these teachers to discuss the content of the source units and later to discuss the actual teaching practice. Frequently the consultants would observe the experimental teaching of the unit and then the total group of teachers and one or more consultants would discuss revisions and evaluations of the unit.

Another type of service was found in holding individual conferences with teachers. These conferences frequently grew out of classroom visitation by the consultant or were the result of questions which the teacher had submitted for discussion. Frequent conferences were arranged on psychological studies of individual children, discussion of technics for classroom work, guidance practices, and evaluations of materials and pupils.

Other types of assistance included planning and carrying out teacher excursions, bringing various types of materials to the attention of teachers and administrators, participating in the faculty meetings, observing classrooms with elementary and secondary administrators, participating with teacher groups in developing new means for evaluating learning situations, and cooperating with teachers in setting up various experimental studies in reading.

In the summer time, campus activities were arranged for groups of teachers who wished to study on the Stanford campus. Opportunity was given groups of teachers to come to the campus to work on their individual problems.

As the program moved forward, teachers were asked to summarize successful units which they developed in their classes. The consultants rendered valuable service in helping these teachers present an account of their work. Consultants who had visited in their classes were asked to help the teachers with the revision of these reports. From time to time other consultants were called

in to evaluate these written reports. For instance, one consultant analyzed the report from the psychological point of view, another from the angle of the scientist, others considered the material for its unity, coherence, and practical teaching value. As a result of this editing and evaluation, teachers materially improved their practices.

This type of leadership on the part of the School of Education of the University possessed mutual values. From the standpoint of the local schools, the curriculum development program was stimulated and was kept dynamic by the consultant service which brought to the local community members of the Stanford School of Education whose responsibility is to keep abreast of the latest thinking and developments in education. The second value of the consultant service to the local community was that it developed professional growth on the part of both the supervisors and the teachers in a relatively short period of time.

The University staff felt that the experiences of working with the county and the city had been most valuable because it had taken them into actual classrooms for observations and participation; it had afforded them opportunities for intensive work and frequent contacts with teacher groups; it had given them an opportunity to observe the effectiveness of recommendations made; and it had helped them develop technics for utilizing conclusions and experiences of teachers. This type of leadership offers unique possibilities for improving educational practice.⁸

DEVELOPING A COOPERATIVE SCHOOL

Many of the universities maintain a university high school to afford practice teaching opportunities for their students. These high schools are operated entirely by the university and are subject to the usual criticisms of selected students and abnormal opportunities for superior educational practice. They are not typical, therefore, of the average public-school situation into which the teachers are likely to go. In other situations, schools of edu-

⁸ The material on the Santa Barbara program was supplied by Lelia Taggart, director of instruction, Santa Barbara County, California.

cation have used public-school systems for practice teaching. Various kinds of arrangements have been worked out between higher institutions and these local schools, but it is unique in educational practice to have an arrangement whereby the higher institution and the public school jointly set out to take the initiative in reorganizing a phase of the secondary school in keeping with modern principles of modern education.

Such a program was launched between Northwestern University and Evanston Township High School in September 1937. The project was launched with an initial freshman class of 123 students. In subsequent years additions were made until now there is operating a four-year program involving two classes from the freshman to the senior year of approximately 240 students. These students represent a cross section, thus avoiding the accusation that the school is a selected group.

There are several purposes that dominated the organization of this school. First was the desire to operate a situation where secondary teachers could do their practice teaching under conditions normal to public high schools and yet under the direction of superior practices in education. A second purpose was to develop a program of secondary education in harmony with the best thought. A third purpose was to make possible educational experimentation while at the same time pupils themselves were receiving adequate individual and social development. The project thus launched—called the New School—brings together an attempt to effect continuous educational development in secondary education with a practical extension of teacher education.

Northwestern University provided four staff members who have full responsibility for actual classroom teaching in the New School as do the staff members provided by the Evanston Township High School. These teachers from both institutions working together plan and develop the school program. This project affords an opportunity for the University staff to work directly with secondary-school students, to develop a realistic approach

in the preparation of teachers, and to come in contact with the daily problems of public education. Experimentation is going forward on qualitative reports to the parents of students, a curriculum based upon the process of student-teacher planning rather than a teacher-planned curriculum (core classes), the actual participation of parents in building the program of the school, the development of the program of general education without undue emphasis on subjectmatter specialization, and the operation of a university high school as a part of the public school in a community.

One of the problems which the staff of the New School has approached is that of devising a program of well-balanced social living in terms of democratic principles. To this end, core classes have been organized in which students together with their teachers select the problems for study. Abundant opportunity is given for pupils engaged in the process of planning not only the materials of instruction but also the weekly schedule of activities. Progress is also being made in the development of student councils, the program of public relations, parent and university visitation, democratic procedures of staff relationships, informal practices in guidance, activities in special subjects, developments of special abilities, evaluations of individual pupils, the development of sequence and continuity in the curriculum, and the testing of the appropriateness of the particular materials of instruction to the maturity of youth.⁹

⁹Material supplied by C. O. Arndt, assistant professor of education, Northwestern University. For additional reports of this project see *Educational Trends*, March-April, 1940; *Americans All*, Department of Supervisors and Directors of Instruction Yearbook, 1942, Chapter XXI; and *The Emerging High School Curriculum* by Harold Spears, American Book Co., Chapter XIV, 1940.

Chapter XII

COMMUNITY PROJECTS

The occasion was an annual gathering of educators. We were engaged in a panel discussion on the relative merits of the 6-3-3 and the 6-4-4 plans of school organization. One member of the panel had said nothing. The chairman turned to him and asked him what his opinion was on this weighty matter. His reply startled all of us. "I was reluctant to accept a place on this panel. I felt that what I would contribute would not fit in with what would be said. Now that I'm here I am certain that I shouldn't have come. However, I'll say my say even tho I know you won't agree with me, and then I'll keep quiet. I don't believe we should have any schools."

The reader can well imagine the consternation with which this statement was received. Finally someone said, "But surely you believe in education."

"Oh yes," was the reply. "I believe in education, but I don't believe that our schools give the education our boys and girls need."

"Where then would they get their education if we had no schools?" someone queried.

The reply was, "They should get their education thru their participation in community activities." He went on to explain how this could be done. The idea was too novel and "impractical" to appeal to the educators and so the subject was soon dropped for more "fruitful" matters. The writer of this chapter who was a member of the panel looked up this leader after the meeting and inquired further about his experiences. It was then he heard for the first time about Macedonia. That man has enlarged his statement in his following description of a specific community venture with which he has been associated.

*Macedonia Cooperative Community*¹

The most significant progress of the past decade in education has been in two directions: first, in more realistic appreciation of the time factor in the educational process; second, in more realistic understanding of the breadth of the educational process. Leadership of a few years ago was accustomed to set up numberless experiments that ran for short periods of time. Elaborate schemes were devised for measuring the progress made. Certainly measurable progress can be made in a year, or a month, or a day. But such learnings are apt to be rather specific. There is danger of overemphasis on a particular and easily measured aspect of a total process.

In reaction to this tendency toward brevity in experimentation, Macedonia Cooperative Community, seven miles north of Clarkesville, Georgia, was set up on a thirty-year basis. It was not intended that the project end then. But it was hoped that conspicuous and certain progress could be demonstrated by them. When one looks backward over the past 2000 years, or even 5000 years, and compares the obvious improvements in means of production, in the relative elimination of slavery, in the greater recognition of women's rightful position, and such other evidences of progress with the vast organization of crime, the increased divergence between wealth and poverty, the wasting of our natural resources and the growing destructiveness of demoniacal wars, one wonders whether man has made any net progress even in millenniums. Thus the purpose to make demonstrable headway at Macedonia in thirty years is an ambitious one. This lengthened program, fortunately, is in line with present trends in American education.

Ten years ago one was regarded as a fanatic who predicted the day when education would be so broadened as to comprise merely the quality of living in communities, in nations, in the world. So entrenched were schools in their inadequacy that few could comprehend the notion of an education that would use the school building merely as a headquarters to which old and young alike would come for guidance, council, recreation, the use of books, scientific equipment, films, and other educational materials. The depression had its part in awakening the public mind to the necessity of this broader view of education. Macedonia was an early response to this national impulse.

There is a "school" at Macedonia. Its program has grown in keeping with the spirit of the community. But the real education is more in the life of the community than in the activities of the classroom. (The hot-lunch program, served in a room built by community members, with food served by NYA help, using dishes made, fired,

¹ The story of Macedonia has been told by Morris Mitchell, a believer in education thru participation in community activities.

and glazed by NYA boys and girls, hand-woven curtains at the windows, and hand-made tapestries on the walls, is indicative of a trend exemplified in tens of thousands of American schools.)

It is too early to speak of progress at Macedonia. Only four of the thirty years have passed. Only a tiny group is thus far engaged in working at the program. But that group is industriously working with open minds toward the trying out of certain principles. These are:

Concentration of rural population as an aid to adult education, lessening of school transportation, greater economy in roads, distribution of electricity and means of communication.

Cooperation—The dairy, laundry, apiary, garden, saw mill, and store are operated on the cooperative plan. Many living outside the property are shareholders and customers of the store. All important means of production, including land, are to be cooperatively owned and operated.

Community planning—The physical area has been carefully planned for land use on the basis of aerial photographs by the soil conservation service. The community is being laid out with reference also to industrial, commercial, recreational, religious, educational, and residential developments.

Specialization—In response to rapidly growing, technical developments, each member of the community is specializing on one such task as dairying, pasture making, operation of the store, bee keeping, etc.

Conservation of human and natural resources—No hill land is being plowed. Contour furrowed pastures and managed forests are relied on for the prevention of soil erosion. The construction of the dam will conserve moisture. Sound health and good housing are primary purposes.

Balancing of industry and agriculture—It is planned to develop a factory for making educational toys for general distribution, and doors, windows, furniture for local consumption. This development must await the creation of hydro-electric power from the lake when completed.

Refinement of products—For example, we are saving all desirable timber to be sawed, dried, dressed, and manufactured as finished products rather than to be sold for a pittance, green and rough, or worse yet, on the stump.

Organic architecture—It is believed that all buildings of Macedonia should express in their design the underlying principles of living in the community.

Functional education and religion—We believe that learning results best from the process of meeting life's real problems, individual and social, as intelligently as possible. We wish to make little distinc-

tion between the education of children and adults or between education and religion, each embodying essentially the quality of everyday life.

The present eagerness to cooperate may disappear with increased individual security. It would seem, however, that progress is being made gradually over a broad front.

Health appears to have improved. This improvement would be related chiefly to food. From the cooperative dairy each member of the community has had regularly one quart of milk daily. From the cooperative garden there has been an abundance of honey.

There has been improvement in housing. One wholly inadequate two-room shack has been made into a comfortable and convenient home of six rooms. Another has been painted, equipped with running water, repainted, and extended. One home of stone in functional style marks clear advance.

There have been improvements to date in efficient agricultural practice adapted to the climatic conditions. Macedonia is in a hilly, almost mountainous section. There are seventy inches of rainfall annually. No hills are being plowed. Forests or pastures are preventing erosion. Livestock is increasing. The forest is being cared for instead of being butchered.

There seems to have been progress in breadth of outlook of the people. Their discussions reveal a concern that all their decisions rest on policies that are in keeping with peaceful solutions to the worldwide problem of transition from an economy of scarcity to an economy of abundance.

There seems to have been progress in the appreciation of beauty, in the discovery of beauty in their environment. One of the farmers spoke last week of having felt more deeply than ever in his life the richness of the colors in autumn. More musical instruments are in the homes. Reproduction of Van Gogh's are to be found, and other such evidences. But the increased care in speech, and the landscaping of the homes, the concern for how the pastures and the forests will look as well as how they will yield seem more important.

If any growth is really clear it is in the strengthening of democracy within that group. This strength is revealed in the self-esteem of the members of the community who, as shareholders, have equal voice regardless of the shares held. It is revealed in their ability to reason as a group about group problems. The men and women, often with children present, deliberate for hours over matters of policy or over practical concern. These discussions witness increasing respect for one another, increasing objectivity toward such problems, and increasing confidence in discussion and vote as an instrument of social adjustment.

For children to grow up in such an environment as it is proposed

at Macedonia would be education in itself. There will be place for the school still, a dignified and important place. But children alone will not attend it. There will be no special school months, no special school days, no special school hours. The school will be the intellectual headquarters of the community.

THE STORY OF WATERLOO, ALABAMA

Another story of how the school reached over into the community for curriculum facilities, mainly because the needs of that district were crying out for somebody's sympathetic attention, finds its setting in Waterloo, in the northwest corner of Alabama. This small town of five hundred people, with its rural element extending in a semicircular twelve miles around Pickwick Lake, as it struggles to draw a living from the land—70 percent of which is unsuited for cultivation—is tempted to look back to the days when lumbering flourished, an industry that has disappeared with the unrestricted cutting and constant burning of the forest.²

It is somewhat ironical that the Pickwick Dam, constructed there for the social betterment of the South, deprived this particular district of thousands of acres of rich bottom land and drove the farmers up to the eroded and rolling hill top land that still stands above the water line.

When the school staff became greatly concerned about conditions, the situation revealed 50 percent of the residents on relief; homes, school buildings, and other structures run down beyond belief; a general lack of civic and personal pride among the residents; and the prevailing belief among them that they were just waiting for something to open up somewhere else.

Feeling that the school had a distinct community responsibility in this state of affairs, the faculty with the aid of the students took steps first to correct the condition of the school plant itself, cleaning, painting, hanging new doors, repairing broken windows, reworking school furniture and equipment, and a year or so later launching bigger projects such as the erection of new school buildings and homes for teachers.

² The author is indebted to Otto Holloway, principal of the school at Waterloo, for a description from which this story of the program was developed.

The attack upon the problems of the community proper was opened with an extensive student survey of conditions, which coupled with further study led the school to determine the four outstanding needs to be:

1. The need of the appreciation by the average resident that, after all, this was his home, and he should plan his future accordingly.
2. The need of home and community improvement and beautification.
3. The need of increased cash income.
4. The need of a recreation program.

Home improvement—The twelfth grade became interested in home and community improvement, which became the center of their program. They studied home planning, construction, repairs, landscaping, interior decoration, furnishings, and conveniences. Weeks later this study found an outlet in a house-to-house canvass, in which the students explained what they were doing, solicited the public cooperation, and secured a list of jobs each home wanted done. The students secured more requests than they could have filled in five years of continuous work. Selections were made, work was begun, and at the end of that year the credit side of their work ledger read:

Three homes and four barns painted.

Rooms in five homes wall papered and woodwork painted.

Three homes landscaped and two yards sodded.

Fence and out buildings whitewashed for one home.

A serviceable and attractive barn erected on one farm, the materials coming from an old barn that the boys tore down.

Furniture reworked in three homes and a church.

Window curtains and pieces of furniture made for several homes.

After finishing this work as a class that year, the students turned during the summer to analyzing the conditions at their own homes. Before winter quite a few made noticeable improvements and continued reconditioning has been in progress. Last year another home-and-community improvement program was accepted as a major school objective. Each class did some demonstration work as a group, but in general more attention was

given to helping each student make improvements in his own home. This program is being continued this year. In doing the demonstration work, never are all the jobs done that a given individual wants done. The resident himself is to continue and to complete the work that the school group demonstrates and begins. He furnishes all materials.

In looking back at this phase of their program, Principal Holloway has this to say:

As a result of this home and community program much improvement has resulted. Here in the little town which the people five or six years ago thought would be deserted before now, seven new homes have been constructed recently. Eight more homes have running water, baths, and indoor toilets. Eleven homes and two business houses have been repaired to the extent that they look like different places. One old church has been wrecked and a new one constructed in its place. Two churches have received considerable improvement. Many old outbuildings have been reconstructed and repaired. In short, the town and surrounding community is having a face lifting. The plan now is to pave and gutter Main Street.

Live-at-home program—The attempt to get these residents to settle in their minds that Waterloo is their home and that they can make a living there has been called the live-at-home program. One step in this has been the sending out of mimeographed sheets each month telling the people what food crops should be planted, how they should be planted and fertilized, and how they can be preserved. Some canning demonstrations were held last year. Several rooms planted garden seed and flower seed in boxes in their rooms long before the last frost. These plants were shared and transplanted to gardens all over the community. As a result many people had food crops coming off much sooner than in previous years.

This phase of the program will be carried forward. Additional land has been purchased to be used as a demonstration orchard and year-round garden. The school plans to establish a small cannery for canning its own fruits and vegetables and for community use. Plans also included a cooperative community hot bed this past spring where potato and vegetable plants could be

grown for several hundred people. By the time these potatoes are ready to harvest next fall, a cooperative potato house should be ready, where they can be cared for to assure the people a year-round supply of potatoes instead of about three months in the year.

School leaders have been trying to help the people increase their money income by making the land more productive thru conservation and soil building practices and thru conservation of the forest. A campaign against forest fires is a part of the timber and land conservation program. Several farmers have been persuaded to prepare permanent pastures and go into beef-cattle raising for a money crop. Soil-building and soil-conserving crops and diversified farming are encouraged. A few have done a little with poultry, but the results have not been too impressive. As a result, four broiler houses are being constructed at school. The plan is to grow the broiler as a demonstration. It is believed that the money income can be substantially increased if people can be persuaded to supplement their row-crop farming with poultry. A beef cattle demonstration may be started next year.

Recreational needs are being met in part thru a community recreational program centered in the school. A movie show is a part of this. All the features of this program are free, and as many as five hundred attend some of the activities. The school is now tied so closely into this ongoing community program, it would be difficult to conceive of their dissolving partnership. The school utilizes the resources of the community and in turn the community utilizes those of the school.

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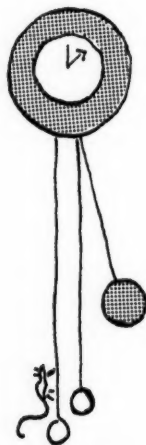
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The series of *Mother Goose* illustrations are reproduced thru the courtesy of A. B. Dick Company. Acknowledgment is due Ruth Cunningham for preparing them for reproduction.

RUTH CUNNINGHAM was the illustrator of the story of Joe Brown in Chapter I.



Leave 'Em Alone
and They'll Come
Home



Do Busy-Work
To Make You Seem
Important



Assume They're
Dummies—
To Be Pulled
Around

THE DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 Sixteenth Street, N. W., Washington, D. C.

As of March 1, 1943, the Department of Supervisors and Directors of Instruction, NEA, merging with the Society for Curriculum Study, will become the Department of Supervision and Curriculum Development, NEA. These two national organizations have merged because of their belief that instructional improvement may be served better thru joint action.

CONVERSION FOR WAR

American educators hold in their grasp the power to build an impregnable stronghold for those principles of freedom which the school children of a few years ago are now defending with their lives. This challenge to education is being met by the Department of Supervisors and Directors of Instruction, a department of the National Education Association, with a program of timely publications and activities planned expressly to aid members of the teaching profession who stand ready to assume the responsibilities imposed by war.

PURPOSE AND ORGANIZATION

The Department's peacetime function of promoting the fundamental purposes of education thru cooperative effort is more important today than ever before. Only thru an honest sharing of ideas and responsibilities can education achieve full effectiveness in mobilizing for its war task.

Membership in the Department is open to all persons interested in better teaching and instructional leadership. Focal point of the Department's program is the conviction that wartime demands upon the schools may best be met thru emphasis on teacher growth in three principal areas: (a) personal growth in terms of wholesome physical and mental development; (b) growth in understanding of social forces and the part they stand to play in the world to come; and (c) growth in professional competence and personal satisfaction thru understanding children and guiding them in learning experiences.

The annual dues of \$4 entitle members to a subscription to *Educational Method*, the official journal of the Department, a copy of the current yearbook, and all other privileges of membership.

PROGRAM

The Department of Supervisors and Directors of Instruction believes in the values of thinking together. Faced today with innumerable new and complex situations, educators are finding it increasingly necessary that they meet to study and discuss the problems confronting them. Toward this end, the Department plans the following activities:

- National meetings of the Department twice a year, in February and July
- Regional, state, and local organizations with continuing programs for group members
- National committees to make studies of problems of wide scope and significance
- Summer conferences and workshops for group study of broad phases of educational thought and practice.

EDUCATIONAL METHOD

This organization publishes *Educational Method*, a professional journal which brings its readers stimulating articles on subjects of special interest to educators and serves as a medium for informing members and the public of departmental policies and activities. *Educational Method* is edited by Lou L. LaBrant and is issued eight times a year, October thru May. Subscription may begin with any issue. Membership and subscription run concurrently.

Recognizing the pressing need for analysis of both new and old problems, the Editorial Board of *Educational Method* has planned for 1942-43 timely discussions embracing many points of view on such topics as the following:

- School Opens in the Midst of War
- Re-Thinking Christmas
- Parents and Community
- These Four Freedoms for All Children
- New Understandings for Today's Children
- Educational Perspective and the War
- Cooperative Instructional Leadership.

Annual subscription without membership, \$3

Single copies, 50¢

YEARBOOKS AND PAMPHLETS

The Department annually issues a committee report on some important phase of education. These publications, which have appeared each year since 1928, take the form of yearbooks. They represent the results of individual and group study by recognized authorities and rank as outstanding contributions to the literature of instruc-

tional leadership. Brief reports in the form of pamphlets are published from time to time.

YEARBOOKS

- Americans All: Studies in Intercultural Education*.....\$2
 Fourteenth (1941). Discussion of philosophy and descriptions of school practices in developing intercultural understanding.
- Mental Health in the Classroom*.....\$2
 Thirteenth (1940). Discussions of educational practices which will further sturdy mental growth.
- Newer Instructional Practices of Promise*.....\$2
 Twelfth (1939). An interpretation of educational theory in terms of classroom practice.
- Cooperation: Principles and Practices*.....\$2
 Eleventh (1938). Makes evident the need for cooperation, discusses its evolution and basic principles; formulates the democratic ideal and tells how it may be achieved.
- The Changing Curriculum*.....\$2
 Tenth (1937). Function and organization of curriculum; general aspects of planning; appraisal of outstanding cases of curriculum development in state, county, and city systems.
- The Development of a Modern Program in English*.....\$2
 Ninth (1936). Explains what the new program is, how it works, and how to develop it.
- Scientific Method in Supervisory Programs*.....\$1
 Seventh (1934). A scholarly analysis of the nature of scientific method, with concrete applications to all important phases of supervision.
- Evaluation of Supervision*.....\$1
 Fourth (1931). Technic of analysis and table of criteria. Reports of supervisory programs.
- Current Problems of Supervisors*.....\$1
 Third (1930). Analysis of problems, with a statement of guiding principles.

PAMPHLETS

- Intelligence in a Changing Universe*.....\$.50
 In this pamphlet, the reader is asked to consider various problems dealing with concepts of intelligence. It presents evidence of the need for development of a more valid approach in dealing with intelligence as it relates to living and growing in a democracy.

Unity through Understanding.....\$.25

This study guide attempts thru pointed discussion, thought-provoking questions, and emphasis upon school practice, to indicate the role of the school in furthering national unity thru intercultural education.

Bibliography on Elementary Education.....\$.25

This selected list of over 500 books will be helpful to those who wish to locate the recent professional books, bulletins, and periodicals which deal with issues in elementary education.

Redirecting Supervision\$.25

A philosophy of presentday supervision is stated in this pamphlet. Attention is directed to the type of supervision needed to contribute to desirable growth for pupils, parents, teachers, and supervisors.

Personal Growth of the Teacher.....\$.25

This pamphlet presents some of the immediate personal relations of the teacher and the bearing they have upon personality; the teacher's role in society; several aspects of the effects of supervision; and the nature of the curriculum as it may affect the personal outlook of the teacher.

Discounts on quantities: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more, 33 1/3%. Funds must accompany orders amounting to \$1 or less.

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